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Houghton Mifflin

Reading

Practice Book



GRADE

2

Volume 1:
Themes 1-3

HOUGHTON MIFFLIN

Reading

Practice Book

Volume 1: Units 1-3



Practice Book

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HOUGHTON MIFFLIN

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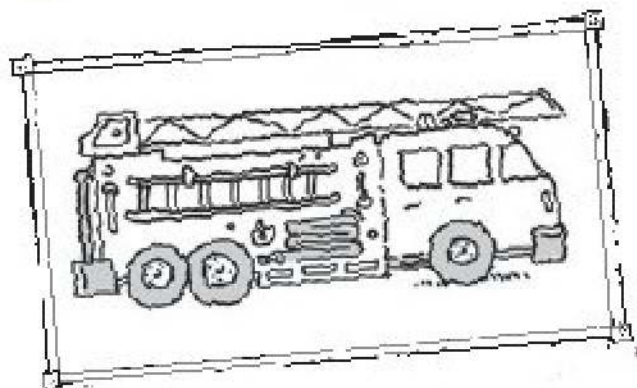
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Punchouts



Name _____

Strategy Workshop

As you listen to the story "The Sandwich," by Stephen Krensky, you will stop from time to time to do some activities on these practice pages. These activities will help you think about different strategies that can help you read better. After completing each activity, you will discuss what you've written with your classmates and talk about how to use these strategies.

Remember, strategies can help you become a better reader. Good readers

- use strategies whenever they read
- use different strategies before, during, and after reading
- think about how strategies will help them

Name _____

Strategy 1: Predict/Infer

Use this strategy before and during reading to help make predictions about what happens next or what you're going to learn.

Here's how to use the Predict/Infer Strategy:

1. Think about the title, the illustrations, and what you have read so far.
2. Tell what you think will happen next—or what you will learn. Thinking about what you already know about the subject may help.
3. Try to figure out things the author does not say directly.

Listen as your teacher begins "The Sandwich."
When your teacher stops, complete the activity with a partner.

What do you think might happen in the story?

As you listen to the story, you might want to change your prediction or write a new one here.

Name _____

Strategy 2: Phonics/Decoding

Use this strategy during reading when you come across a word you don't know.

Here's how to use the Phonics/Decoding Strategy:

1. Look carefully at the word.
2. Look for word parts that you know and think about the sounds for the letters.
3. Blend the sounds to read the word.
4. Ask yourself if this is a word you know.
Does it make sense in the sentence?
5. If not, ask yourself if there's anything else you can try. Should I look in the dictionary?

Listen to your teacher read. When your teacher stops, use the Phonics/Decoding Strategy.

Now write down the steps you used to decode the word *powder*.

Name _____

Strategy 3: Monitor/Clarify

Use this strategy during reading whenever you're confused about what you are reading.

Here's how to use the Monitor/Clarify Strategy:

- Ask yourself if what you're reading makes sense—or if you are learning what you need to learn.
- If you don't understand something, reread, look at the illustrations, or read ahead.

Listen to your teacher read. When your teacher stops, answer the questions with a partner.

1. What is Lionel's problem?

2. Can you tell from listening to the story what Lionel's problem is? Why or why not?

3. How can you find out what Lionel's problem is if you're confused?

Name _____

Strategy 4: Question

Use this strategy during and after reading to ask questions about important ideas in the story.

Here's how to use the Question Strategy:

- Ask yourself questions about important ideas in the story.
- Ask yourself if you can answer these questions.
- If you can't answer the questions, reread and look for answers in the text. Thinking about what you already know and what you've read in the story may help you.

Listen to your teacher read. Then complete the activity with a partner to ask yourself questions about important ideas in the story.

Think about the story and respond below.

Write a question you might ask yourself at this point in the story.

Name _____

Strategy 5: Evaluate

Use this strategy during and after reading to help you form an opinion about what you read.

Here's how to use the Evaluate Strategy:

- Think about how the author makes the story come alive and makes you want to read it.
- Think about what was entertaining, informative, or useful about the selection.
- Think about how well you understood the selection and whether you enjoyed reading it.

Listen to your teacher read. When your teacher stops, answer the questions with a partner.

1. Do you think this story is entertaining? Why?

2. Is the writing clear and easy to understand?

3. Did the author make the characters interesting and believable?

Name _____

Strategy 6: Summarize

Use this strategy after reading to summarize what you read.

Here's how to use the Summarize Strategy:

- Think about the characters.
- Think about where the story takes place.
- Think about the problem in the story and how the characters solve it.
- Think about what happens in the beginning, middle, and end of the story.

Think about the story you just listened to.

Answer the questions with a partner to show that you understand how to identify story parts that will help you summarize the story.

1. Who is the main character?

2. Where does the story take place?

3. What is the problem and how is it resolved?

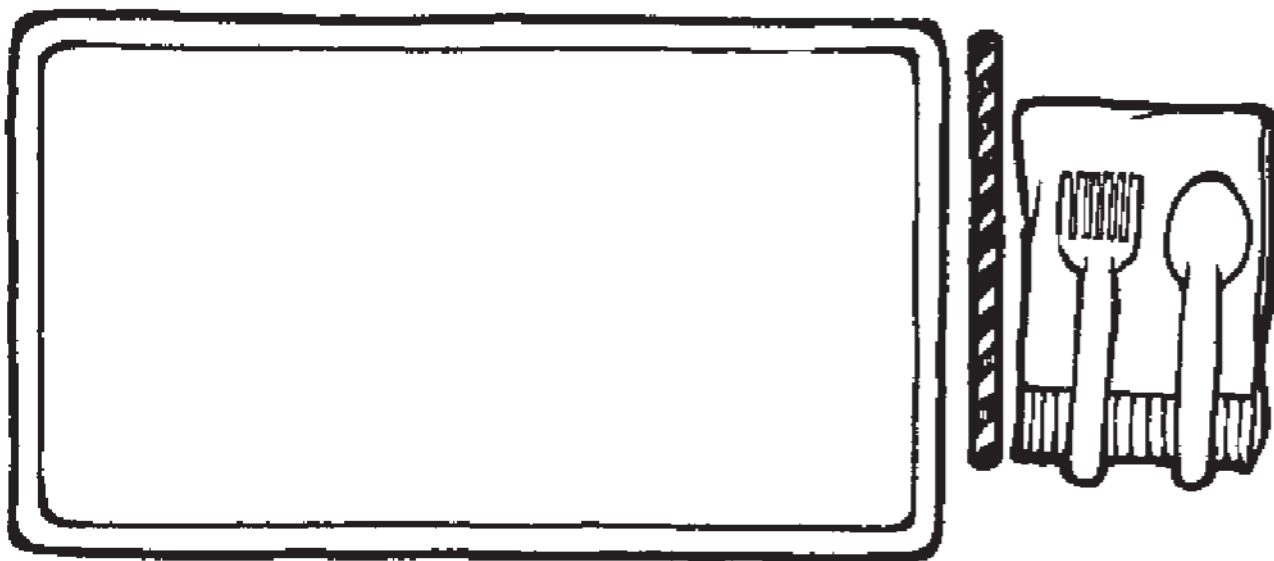
Name _____

The Sandwich, by Stephen Krensky

Lionel liked peanut butter and jelly sandwiches.
He didn't like jelly and peanut butter sandwiches.
Make a shopping list for your favorite lunch food.



What is your favorite lunch? Draw a picture of your lunch in the tray.



Name _____

Choose the letter that completes the name of each food. Write the letter on the line at the beginning of each word.

p	m	w	b	j	s	t	c	l
---	---	---	---	---	---	---	---	---



___ uice



___ andwich



___ opcorn



___ arrot



___ ilk



___ anana



___ omato



___ affles



___ ettuce

Writing Words You Know

Write a word you know on the line beside each beginning sound.

d_____

w_____

h_____

f_____

z_____

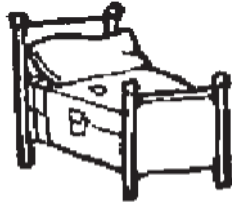
r_____

Name _____

Circle the letter that stands for the sound you hear at the **end** of each picture name.



d t p



n d l



g p j



r l t



k s d



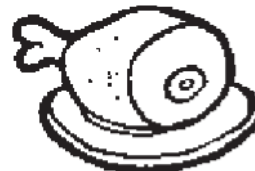
n b z



l r s



c t b



z m g

Writing Words You Know

Write a word you know on the line beside each ending sound.

_____p

_____l

_____n

_____t

_____b

_____m

Name _____

Look at the pictures. Read the words in the box.
Write the word that names each picture.

stick
flag

truck
clown

drink
smile





Writing Words You Know

Write a word you know on the line beside each beginning cluster.

br_____

fl_____

st_____

pr_____

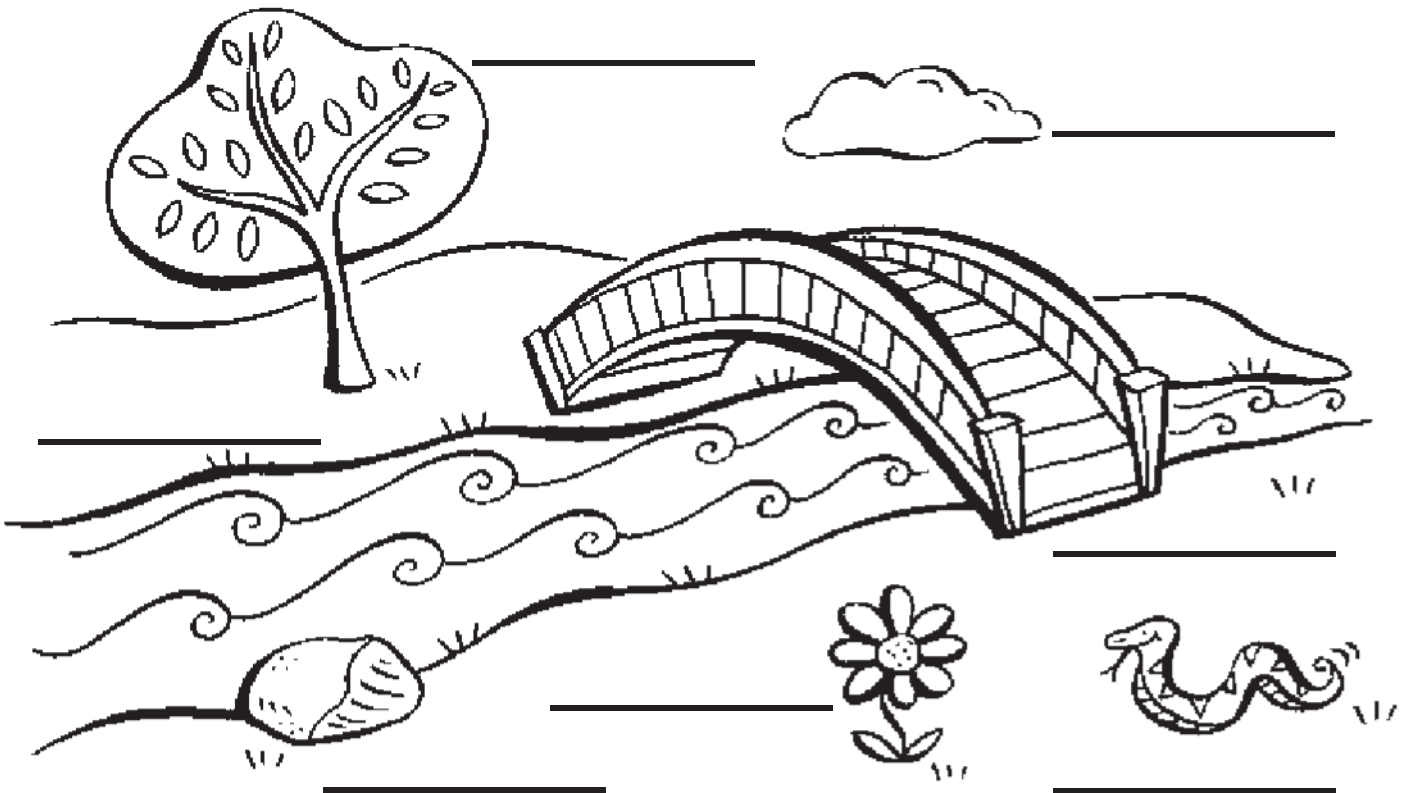
gl_____

tr_____

Name _____

Write the letters that stand for the beginning sounds you hear in each picture name.

br fl cl tr sn cr st



Writing Words You Know

Write a word you know on the line beside each cluster.

bl _____ fr _____ pl _____

dr _____ st _____ gl _____

Name _____

Write **ch**, **sh**, **th**, or **wh** to finish each picture name.



tee_____



sandwi_____



_____ip



_____eat



bea_____



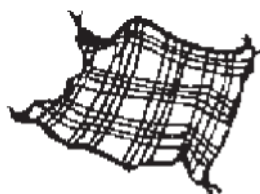
_____irty



_____ick



di_____



clo_____

Writing Words You Know

Write a word you know on the line beside each beginning digraph.

sh_____

ch_____

wh_____

th_____

Name _____

Write **ch**, **sh**, or **th** to complete each picture name. Then draw a line to connect the row of three pictures with the same sound.

 peach _____	 hedge _____	 _____ umb
 _____ eep	 _____ air	 pa _____
 fi _____	 _____ ells	 _____ ain

Writing Words You Know

Write a word you know on the line beside each digraph.

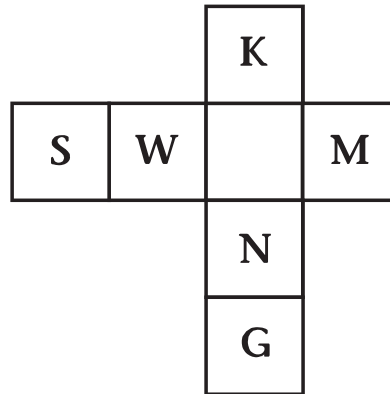
_____ ch

_____ sh

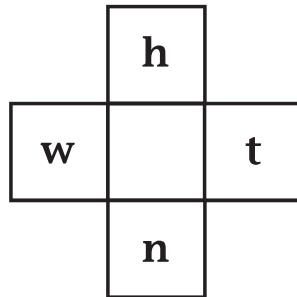
_____ th

Name _____

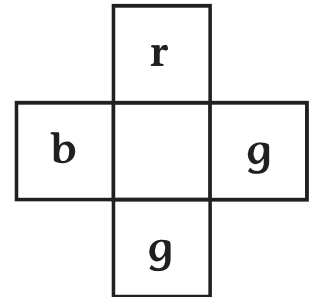
Complete each puzzle with the correct vowel. Then use the words to complete the sentences under each picture.



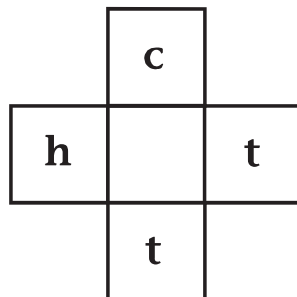
The _____ can
_____ very fast.



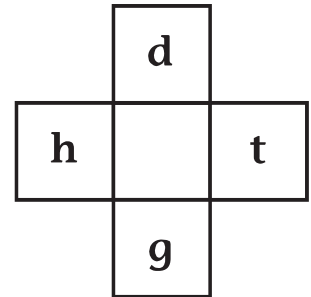
The _____ got
very _____.



The _____ hid under
the _____.



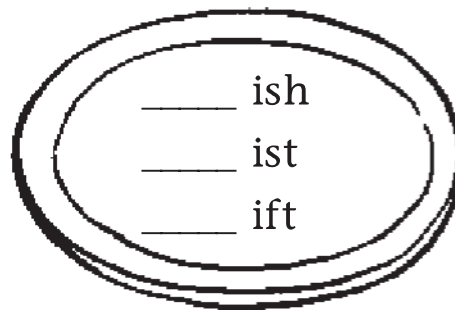
The _____ wore a
funny _____.



The sun made the
_____ very _____.

Name _____

Write a letter on a line to build a word that has the same short vowel sound as the picture name.



Writing Words You Know

Write a word you know on the line beside the short vowel sound. The word can have the vowel sound in it or begin with the short vowel sound.

a _____ e _____ i _____

o _____ u _____

Name _____

Look at the pictures. Read the words in the box.

Write the word that names each picture.

bee	flute	leaf
gate	goat	tie
vine	nail	rope



















Writing Words You Know

Write a word you know on the lines with the long vowel sound.

_____ o _____ e

_____ a _____ e

_____ i _____ e

_____ ee _____

_____ o _____ e

Name _____

Add an e to the end of each group of letters.
Then draw a picture of the word you made.

can _____

kit _____

rop _____

cub _____

tre _____

Writing Words You Know

Write a word you know with the long vowel sound beside each vowel. The word can begin with the vowel or have the vowel in it.

a _____

e _____

i _____

o _____

u _____

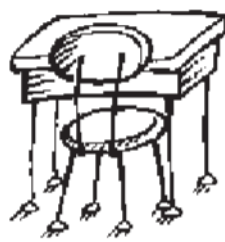
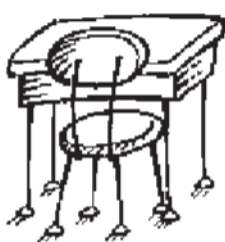
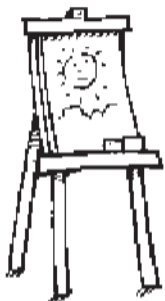
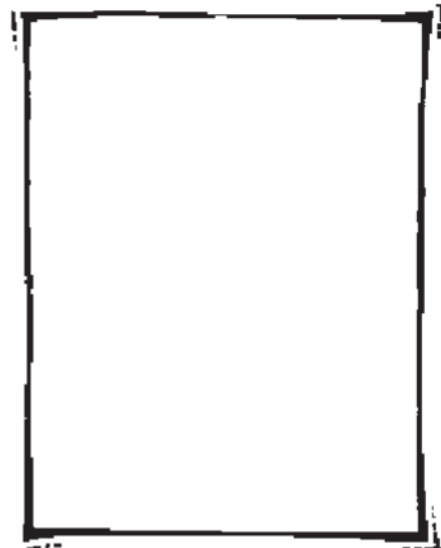
Name _____

Silly Stories

Write your own silly story. Think of a silly character, such as a plant or animal that speaks, then fill in the blanks to complete the story.

One day, _____
 came into our classroom. It _____
 and then it _____.
 Finally, my teacher _____.

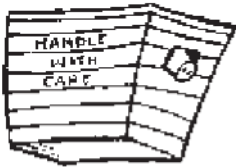
Now write three sentences that tell more about what happened. Then draw your silly character in the box.



Name _____

Silly Stories

Fill in the chart as you read the stories.

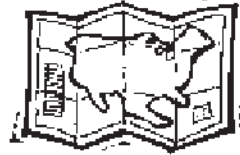
	Where do the silly stories in this theme take place?	What silly things do some of the characters do?
Dragon 		
Julius 		
Mrs. Brown Went to Town 		

Name _____

Making Words

When you put these letters together, they make words.

m + a + p = map



p + i + n = pin



Put these letters together to write words with the short *a* and short *i* sound.

1.  f + a + n = _____

2.  h + i + l + l = _____

3.  b + a + t = _____

4.  m + i + t + t = _____

5.  h + a + t = _____

Now use the short *a* and short *i* words you wrote above to complete the sentences below.

6. The dog ran up the _____ .

7. Martin caught the ball in his _____ .

8. Juan turns on the _____ when he is hot.

9. I wear my _____ on my head.

10. Sue hit the ball with the _____ .



Name _____

Shopping for Food

Write the correct word to finish each sentence.

Word Bank

bought kitchen roll front until

1. Mr. Janson went to the store and
_____ many kinds of food.
2. He stood in line and paid for his food at the
_____ of the store.
3. Mr. Janson waited in line _____
it was his turn.
4. He did not let his cart _____
away.
5. When he got home, he took the food into the
_____.

Write a sentence that tells about something that
you have bought.



Name _____

Words That Fit

Use words from the box to complete the sentences in the puzzle.

Word Bank

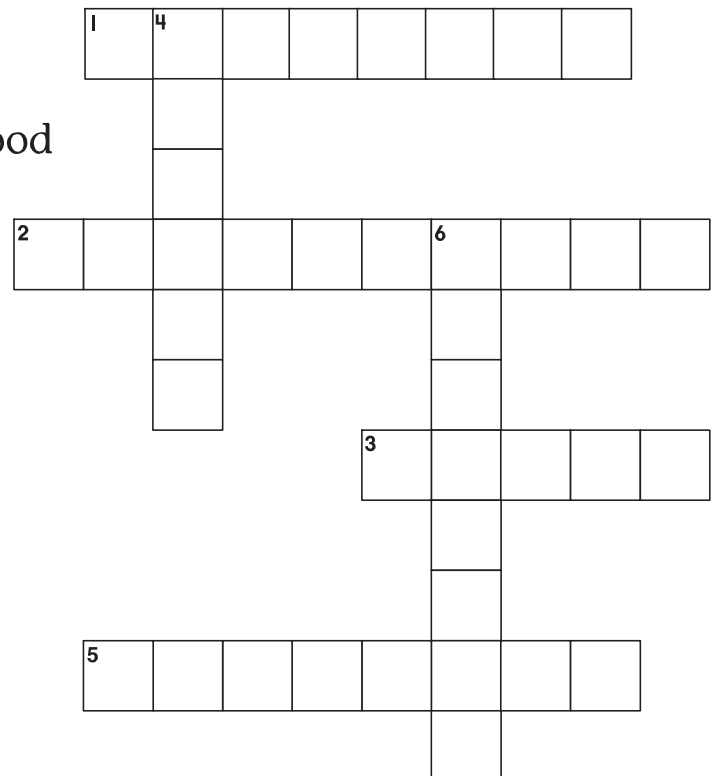
hungry vegetables shopping shoppers dairy

Across

1. If you are buying food at a food s
you are _____ .
2. Carrots, peas, and spinach are
_____ .
3. Milk, cheese, and ice cream
are _____ products.
5. People who buy food at a food
store are called _____ .

Down

4. When you need to eat,
you feel _____ .
6. If you eat foods from the
basic food groups, you
have a _____ diet.



Name _____

Story Map

As you read the story, complete the story map below.

Who (Who is in the story?)

Where (Where does the story take place?)

Beginning (pages 19–22) (What happens?)

Middle (pages 23–32) (What happens?)

End (pages 33–34) (What happens?)

Name _____

Ask Away

Below are questions about the story *Dragon Gets By*.

Write an answer to each question.

1. Why didn't the food that Dragon bought at the store fit in his car?

2. What did Dragon plan to do so he could fit the food in his car?

3. Why couldn't Dragon fit in his car?

4. How did Dragon get his car home?

5. How did Dragon feel when he got home?



Name _____

Story Structure

Read the story and then answer the questions on the next page.

Raccoon's Party

Raccoon wanted someone to talk to but he lived alone. He decided to have a party. He put up balloons and made some good food. He invited a few friends to come to his party. Soon his friends were ringing the doorbell. Raccoon asked them into his house. He enjoyed talking to his friends. It wasn't long before they didn't have anything else to say to each other. It was early for the party to end, so Raccoon invited more friends to his party.

Lots of Raccoon's friends came to his party. Everyone was having a great time. That was the problem for everyone except Raccoon. The house was so crowded, Raccoon could barely move. The party was so noisy that Raccoon couldn't talk to any of his friends. Raccoon knew what to do. He wiggled his way past everyone to the front door and stepped out of his house. He was glad to be outside where he could finally get some peace and quiet!



Name _____

Story Structure continued

After you've read the story, answer
each question below.

Who (Who is in the story?)

1. _____

2. _____

Where (Where does the story take place?)

3. _____

Beginning (What happens?)

4. _____

5. _____

Middle (What happens?)

6. _____

7. _____

8. _____

9. _____

End (What happens?)

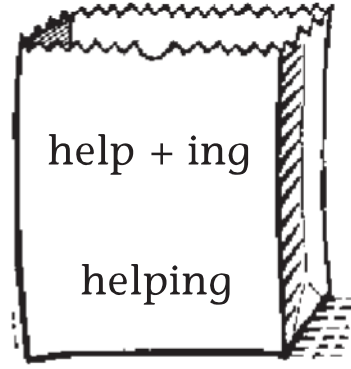
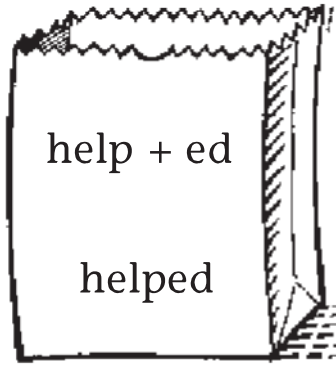
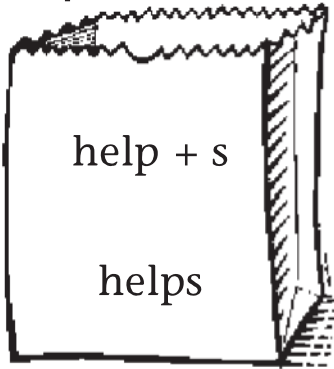
10. _____



Name _____

Shopping for Endings

Example:



Look at each base word and ending. Put each base word together with an ending to make a new word. Write the new word on the line. Then read the new word.

1. work	+ s	+ ed
	_____	_____

2. play	+ s	+ ed
	_____	_____

3. talk	+ ed	+ ing
	_____	_____

4. eat	+ s	+ ing
	_____	_____

5. stay	+ s	+ ing
	_____	_____

Name _____

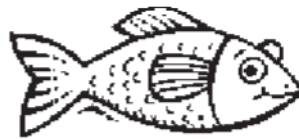
Apple or Fish?

- ▶ Five Spelling Words have the short **a** vowel sound that you hear at the beginning of .
- ▶ Five Spelling Words have the short **i** vowel sound that you hear in .
- ▶ The words **was** and **I** are special.

Write the Spelling Words with the short **a** vowel sound under the apple and the short **i** vowel sound under the fish.



apple



fish

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write the two Spelling Words that do not have the vowel sounds you hear in *apple* or *fish*.

_____	_____
-------	-------

Spelling Words

1. bag
2. win
3. is
4. am
5. his
6. has
7. ran
8. if
9. dig
10. sat
11. was*
12. I*

Name _____

Spelling Spree

Word Clues Write a Spelling Word that answers each clue.

1. Something to carry things in _____
2. Something you do with a shovel

3. A word that can be found in **ham, jam, Pam, and Sam** _____
4. This word has only one letter

5. Add **h** to the beginning of **as** to make this word _____
6. Add **w** to the beginning of **as** to make this word _____
7. The word **is** can be found inside this word _____
8. A word that rhymes with **cat** and **rat** _____

Spelling Words

1. bag
2. win
3. is
4. am
5. his
6. has
7. ran
8. if
9. dig
10. sat
11. was*
12. I*

Name _____

Proofreading and Writing

Proofreading In the letter below, find and circle four Spelling Words that are not spelled correctly. Write each word correctly.

Dear Chris,

I play on a baseball team. Our team name iz the Dragons. My hat has a picture of a dragon on it! I play third base. Iff we win our next two games, we will be in first place. I sat out today's game. My knee wus hurting. I hope I can play next week, and I hope the Dragons wen!

Your friend,

Bob

Spelling Words

1. bag
2. win
3. is
4. am
5. his
6. has
7. ran
8. if
9. dig
10. sat
11. was*
12. I*

1. _____ 3. _____

2. _____ 4. _____

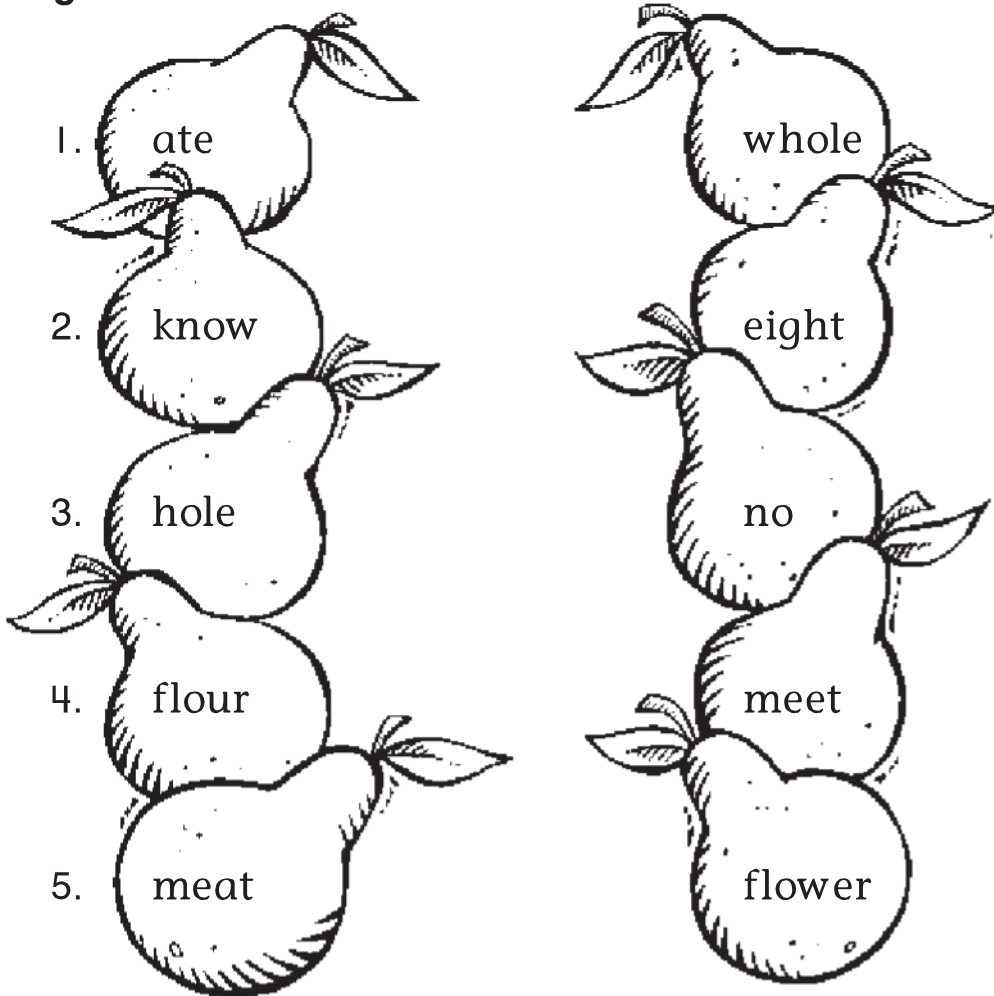
Write a Letter Write a letter to one of your friends. Tell about something that has happened to you. Write your letter on another sheet of paper. Use Spelling Words from the list.



Name _____

Pairs of Pears

Draw a line from each word on the left to a word on the right that sounds the same but has a different meaning.

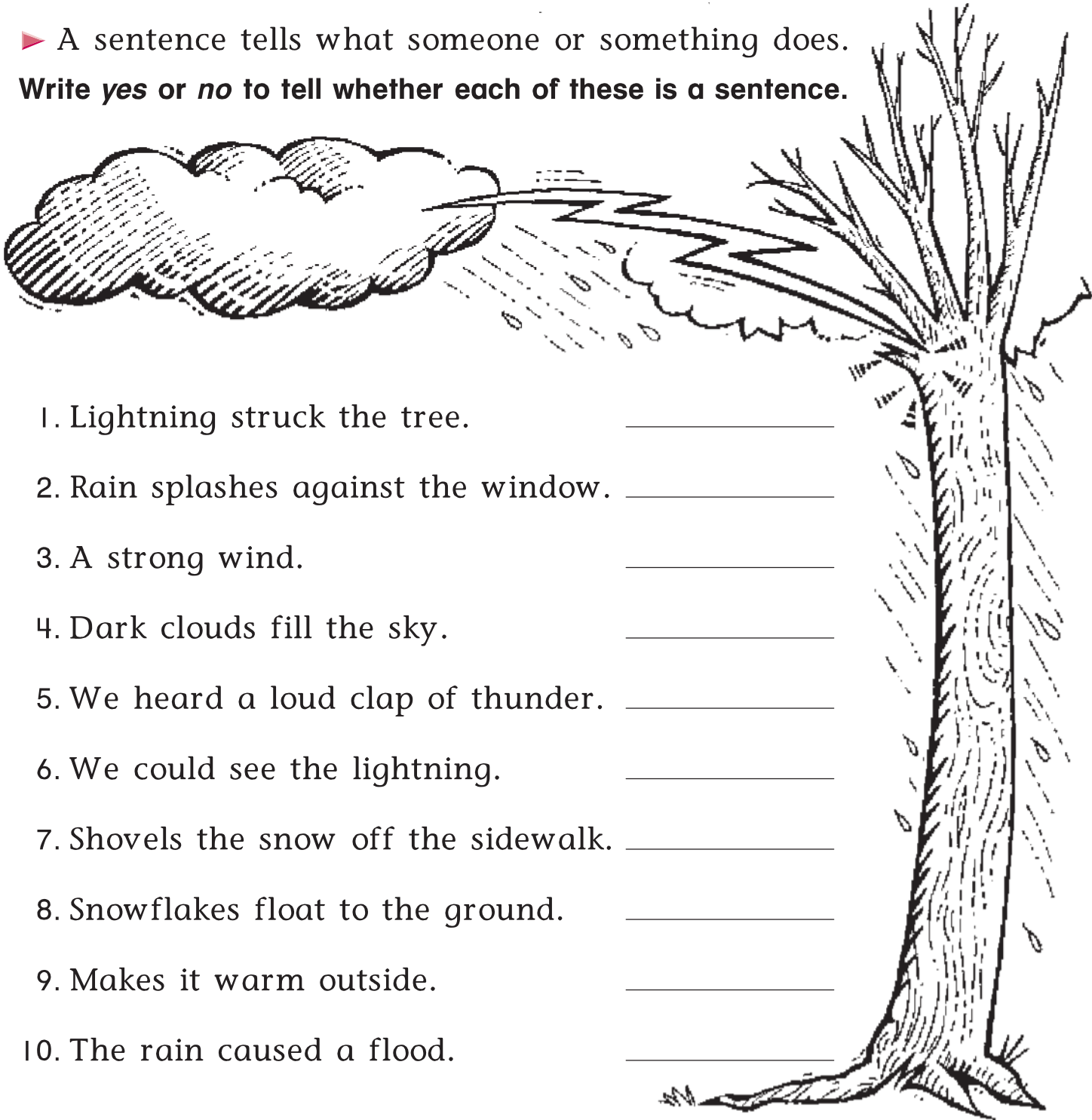


Choose one of the pairs of words. Write two sentences.
Use one of the words in each sentence.

Name _____

Lightning Sentences

► A sentence tells what someone or something does.
Write *yes* or *no* to tell whether each of these is a sentence.



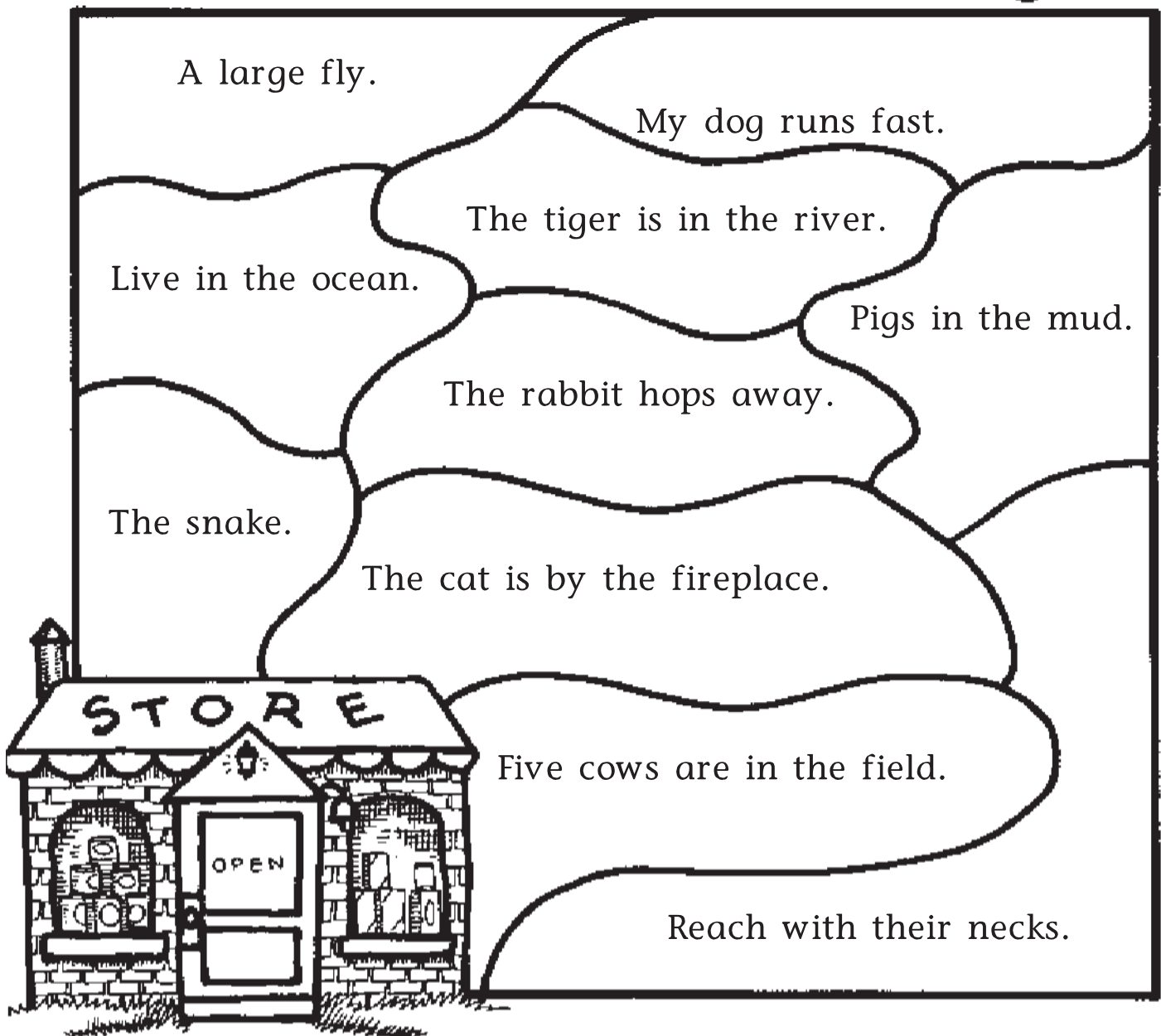
1. Lightning struck the tree. _____
2. Rain splashes against the window. _____
3. A strong wind. _____
4. Dark clouds fill the sky. _____
5. We heard a loud clap of thunder. _____
6. We could see the lightning. _____
7. Shovels the snow off the sidewalk. _____
8. Snowflakes float to the ground. _____
9. Makes it warm outside. _____
10. The rain caused a flood. _____

Name _____

Follow the Sentence Road

A sentence tells what someone or something does.

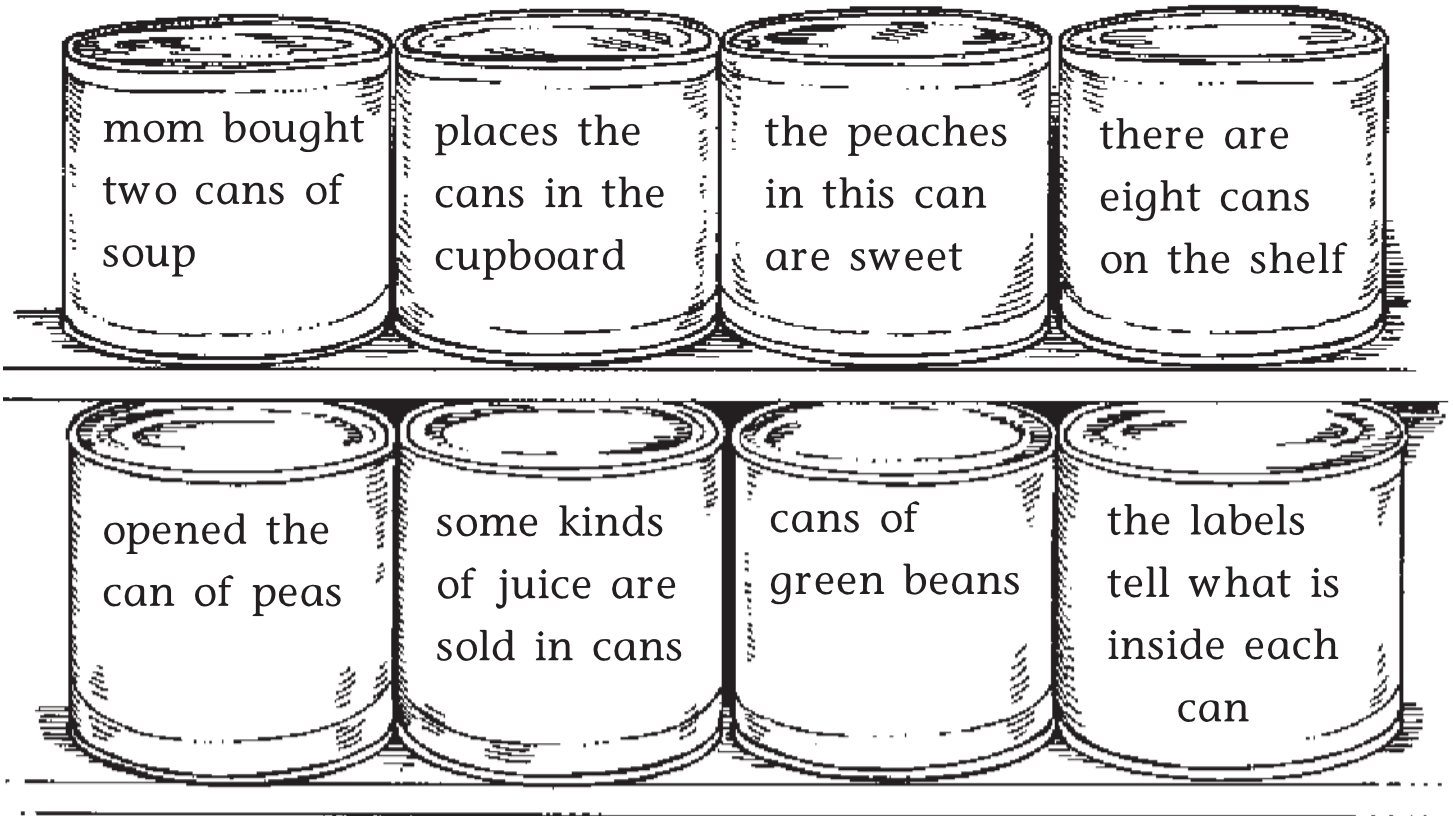
Find the store by coloring only the pieces of the road that are complete sentences.



Name _____

Cans of Sentences

Circle the cans with complete sentences.



Write each sentence you circled. Remember to use
capital letters and periods.

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____

Focus Trait: Ideas

Write Interesting Details

Write an interesting detail for each person or object listed.

Person or Object	Interesting Detail
1. Dragon’s house in <i>Dragon Gets By</i>	
2. A person in your family (be sure to tell which one)	
3. The chair you are sitting on right now	
4. A pet or favorite animal	

Name _____

Prewriting

Planning a Character Description

Prompt: Write several sentences describing Dragon.

Story Character _____

Beginning

Interesting Detail

Interesting Detail

Ending

Name _____

Revising Your Story

Put a check next to the sentences that tell about your story.



Superstar

- ☐ My story has a good beginning.
- ☐ My story has a middle.
- ☐ My story has a good ending.
- ☐ My story has a good title.
- ☐ I used complete sentences.

Shooting Star

- ☐ My story needs a good beginning.
- ☐ The middle of my story could be better.
- ☐ My story needs an ending.
- ☐ I need to add a good title to my story.
- ☐ Some of my sentences aren't complete.

Name _____

Writing Sentences

A Funny Clown Read each sentence
the parts of the sentence on the line



1. The clown ran around the rin

Who or What? _____

What happened? _____

2. The clown jumped up and down.

Who or What? _____

What happened? _____

3. The little dog chased the clown.

Who or What? _____

What happened? _____

Write one or two sentences to finish the story.

Name _____

Spelling Words

These Spelling Words are words that you use in your writing. Look carefully at how they are spelled. Write the missing letters in the Spelling Words below. Use the words in the box.

1. w ____ s

7. th ____

2. m ____

8. wi ____

3. s ____ d

9. i ____

4. th ____

10. a ____

5. h ____ e

11. y ____

6. ____ ny

12. o ____

Spelling Words

1. the

2. will

3. it

4. have

5. as

6. my

7. was

8. you

9. they

10. said

11. off

12. any

Write the Spelling Words below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name _____

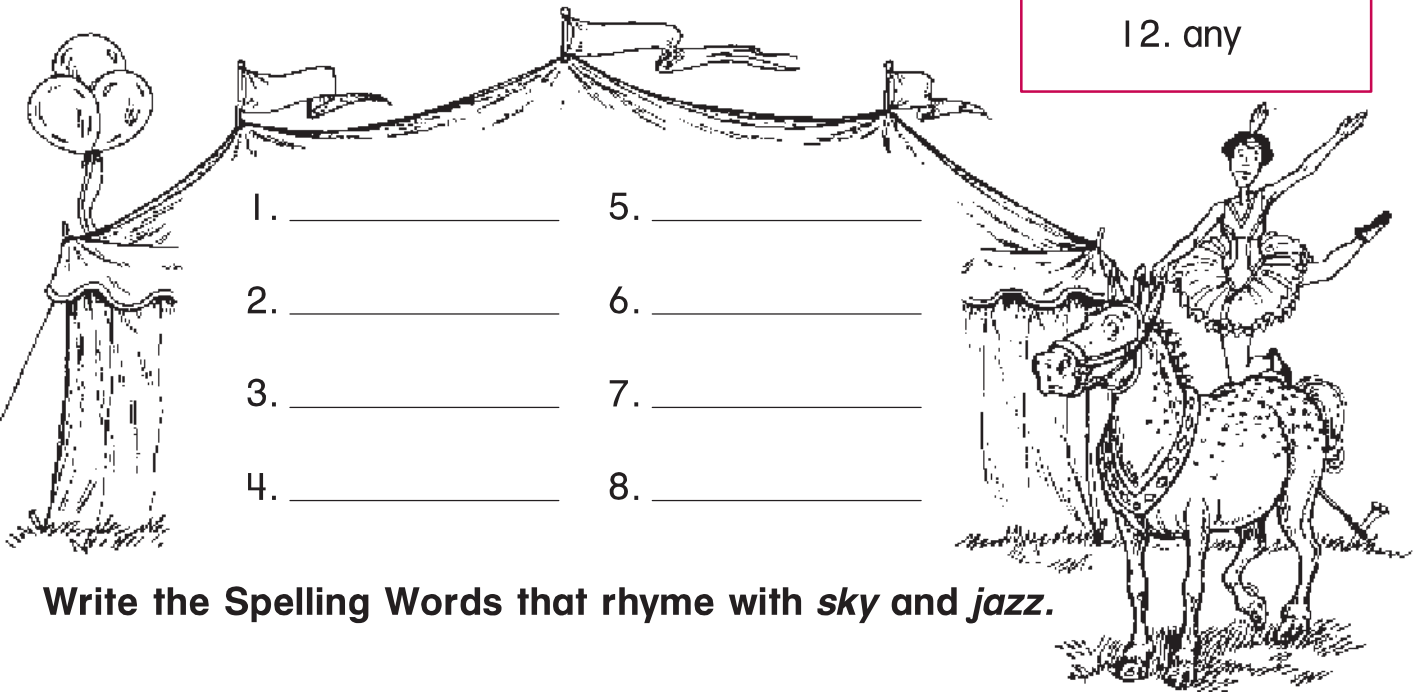
Spelling Spree

Use the Spelling Words to complete the sentences. Write the words in the circus tent.

1. He ____ happy to go to the circus.
2. He wanted to see ____ clowns.
3. They ____ be funny.
4. Do ____ think the show will start on time?
5. "Yes, ____ will begin at six o'clock," said Tom.
6. Are there ____ elephants in the show?
7. "No, ____ are coming tomorrow."
8. We will ____ to come back to see them.

Spelling Words

1. the
2. will
3. it
4. have
5. as
6. my
7. was
8. you
9. they
10. said
11. off
12. any



Write the Spelling Words that rhyme with *sky* and *jazz*.

9. _____
10. _____

Name _____

Proofreading and Writing

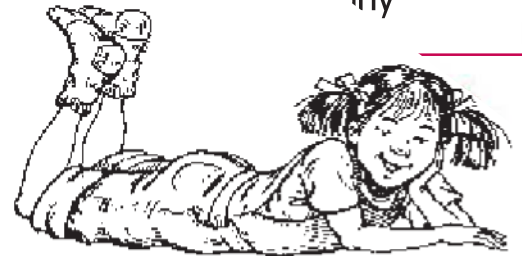
Proofreading Find and circle misspelled Spelling Words in this story. Then write each word correctly.

Holly wuz the Walls's funny little kitten. Thay liked to watch her get up on her hind legs and dance around. One day she hopped into an open bureau drawer and fell asleep.

Brianna Wall came into the room. "I haf to get my new shorts," she sed. She opened the drawer and Holly jumped up. Brianna was surprised! Then the drawer fell. The clothes landed on the floor. Holly ran of!

Spelling Words

1. the
2. will
3. it
4. have
5. as
6. my
7. was
8. you
9. they
10. said
11. off
- any



1. _____ 2. _____

4. _____ 5. _____



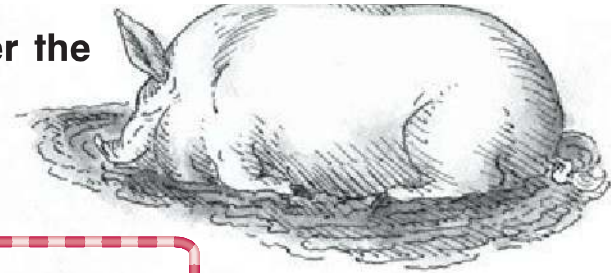
Write Funny Sentences Write sentences things or something that happens that is ft as many Spelling Words as you can in you



Name _____

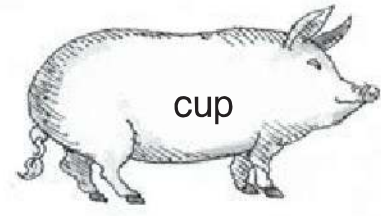
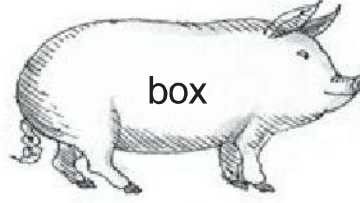
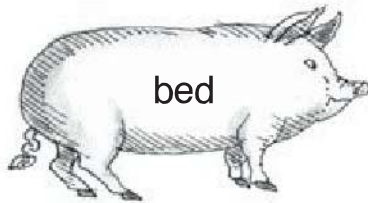
This Little Piggy

Write each word from the Word Bank under the pig that has the matching vowel sound.



Word Bank

hog enjoy mud pigpen grunt hot



Finish the sentences below. Use the words from the Word Bank.

1. Pigs live in a _____ near the barn.
2. They make a sound like a _____.
3. Sometimes pigs get _____ in the sun.
4. They lie in _____ to stay cool.
5. Pigs _____ the way it feels.
6. A pig can also be called a _____.

Name _____

Pick a Pet

Write a word from the box to complete each sentence.

Word Bank

brought

reason

special

surprise

1. One day Mom _____
home a kitten.

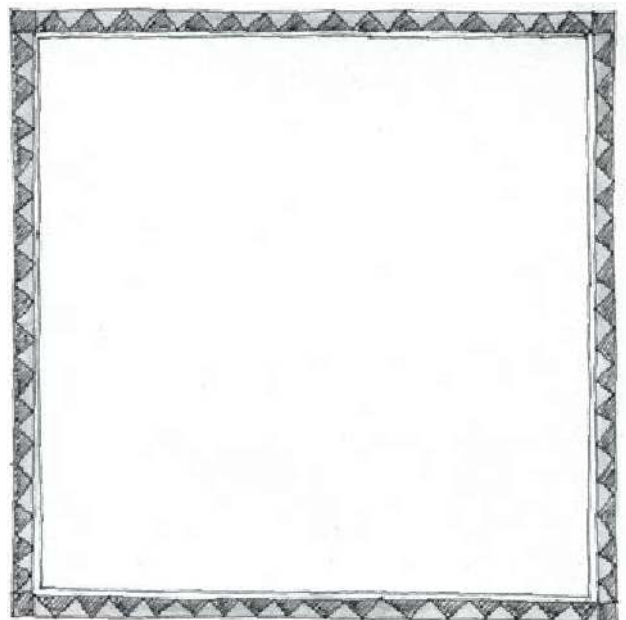
2. It was a big _____
to everyone in the family.

3. The _____ Mom got
the kitten was that she wanted a pet.

4. She thought the kitten was _____
because it had blue eyes.



What kind of pet would you
like to have? Draw a picture
of it. Write a sentence to tell
why it would be a special pet.



Name _____

Mind Your Manners

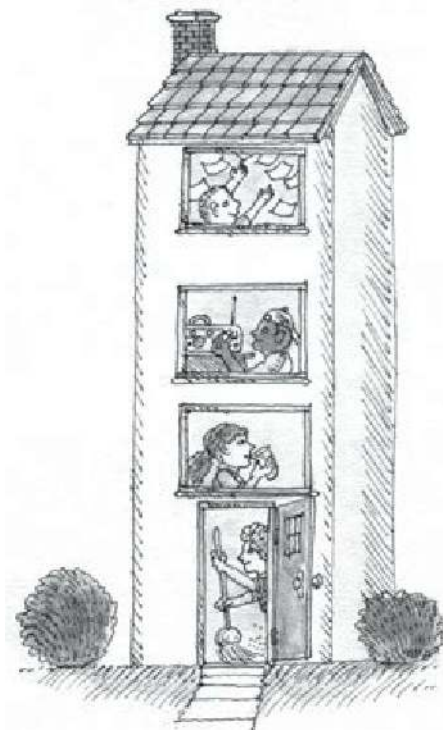
Living with other people can be difficult. Here are some rules to help everyone get along. Use the vocabulary words to complete the sentences.

Vocabulary

crumbs
slurped
imitation
spread
noise

1. Use a broom to sweep up cookie _____ on the floor.
2. Turn the radio low to keep the _____ down.
3. Keep your toys in one place so they are not _____ out.
4. After you have _____ a drink, say "Excuse me!"
5. If you act like an animal, do the _____ outside.

Think about the rules at home. Write one of the rules on the lines.





Name _____

Fantasy and Realism Chart

Use the chart below to help you keep track of things that could really happen and things that could not.



Could Really Happen	Could Not Really Happen

Name _____

Hidden Message

Use the clues to complete the puzzle.

1. Julius made big _____ .
2. Julius and Maya went to the store to try on _____ , hats, and shoes.
3. They loved to _____ to jazz records.
4. Julius loved to eat peanut butter from a _____ .
5. Mom and Dad said Julius made too much _____ .
6. Maya taught Julius good _____ .
7. Maya and Julius liked to _____ at the playground.

1.	_____	_____	_____	_____	_____	
2.	_____	_____	_____	_____	_____	
3.	_____	_____	_____	_____	_____	
4.	_____	_____	_____	_____	_____	
5.	_____	_____	_____	_____	_____	
6.	_____	_____	_____	_____	_____	
7.	_____	_____	_____	_____	_____	

Write the letters from the boxes to find out what Maya and Julius taught each other.

----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------



Name _____

Fantasy and Realism

Read the story below and then answer the questions on the next page.

A Picnic in the Park

It was such a nice day, Gloria decided to go to the park. She packed a picnic. Then she called her dog, Ben.

"Let's go to the park, Ben. I packed a picnic for us." Ben came running. He stopped in front of Gloria. Ben gave her a big dog lick.

"I love the park," Ben said. "What did you pack for me to eat?"

"I packed your favorite dog food and some bones," answered Gloria.

"This is going to be a great day!" said Ben. He put on his sunglasses. "I can hardly wait to go down the slide. And I'll push you on the swing."

Ben ran to get some things he wanted to take to the park. He got his swim fins and a big towel. He got his best ball and a good book to read.

"Ben, you don't need all that stuff!" Gloria said. "Yes I do!" Ben answered.

"Okay, but you forgot the most important thing," Gloria said.

"My leash! I'll get it!" cried Ben.



Name _____

Fantasy and Realism continued

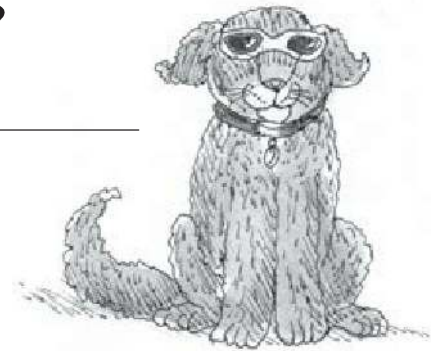
Answer the questions. Use complete sentences.

1. Which character could be real?

2. Which character does make-believe things?

3. Name three things in the story that are make-believe.

4. Name three things in the story that are real.



What do you think Gloria and Ben will do at the park? On another sheet of paper, write an ending for the story.

Name _____

Pet Show

Mrs. Johnson's class had a show-and-tell about pets.

Read the rhymes to find out about the animals at the show. Write words from the box to complete the rhymes.

Word Bank

ants

cat

rabbit

fish

pig



1. Dan's pet would purr when he gave it a pat.

He brought to school a little black _____.

2. Jill's pet has a tail and fins that swish.

She showed the class a tank with a _____.

3. Jack's pet hopped away before he could grab it.

He spent the whole time chasing his _____.

4. One of Sal's pets crawled up his pants,

After he showed the class his farm of _____.

5. Jim's pet likes to lie in mud and likes to dig.

The pet he brought was a big pink _____.

Name _____

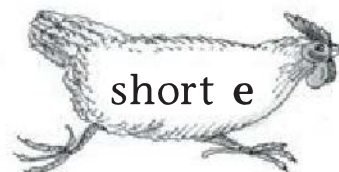
What's the Sound?

- ▶ The vowel sound in **job** and **pop** is called the short **o** sound. The short **o** sound may be spelled **o**. The words **from** and **of** are special. The vowel **o** does not spell the short **o** sound.
- ▶ The vowel sound in **pet** and **leg** is called the short **e** sound. The word **any** is special. The short **e** sound is not spelled with the vowel **e**.
- ▶ The vowel sound in **nut** and **rug** is called the short **u** sound.

Write each Spelling Word under the pet with the matching vowel sound.

Spelling Words

1. fox
2. wet
3. nut
4. job
5. leg
6. fun
7. went
8. mop
9. hug
10. from*
11. any*
12. of *



_____	_____	_____
_____	_____	_____
_____	_____	_____

Now write the 3 words with the * beside them.

_____	_____	_____
-------	-------	-------

Name _____

Spelling Spree

Word Groups Think about the meaning of each group of words. Write the Spelling Word that goes with each group.

1. broom, rake, _____

2. bear, wolf, _____

3. arm, foot, _____

4. all, some, _____

5. bean, grape, _____

6. work, office, _____

7. gone, left, _____

8. hold, squeeze, _____

Spelling Words

1. fox

2. wet

3. nut

4. job

5. leg

6. fun

7. went

8. mop

9. hug

10. from*

11. any*

12. of*



Write a sentence using one of the Spelling Words that didn't go with any of the groups.

9. _____

Name _____

Proofreading and Writing

Proofreading Circle four Spelling Words that are wrong in this letter.

Dear Grandmother,

I have a new dog. His name is Josh.

He is funn to play with. Josh likes to run
frm one side of the yard to the other.

Sometimes it is a big job to take care uf
Josh. He likes to sit in his water dish. He
gets all weet. Then he shakes himself.

Love,

Rita

Spelling Words

1. fox
2. wet
3. nut
4. job
5. leg
6. fun
7. went
8. mop
9. hug
10. from*
11. any*
12. of *

Write each word you circled. Spell the word correctly.

1. _____
2. _____
3. _____
4. _____

Write an Explanation Think of all the care a pet needs. On a separate sheet of paper, write what you would do to take care of a pet. Use Spelling Words from the list.



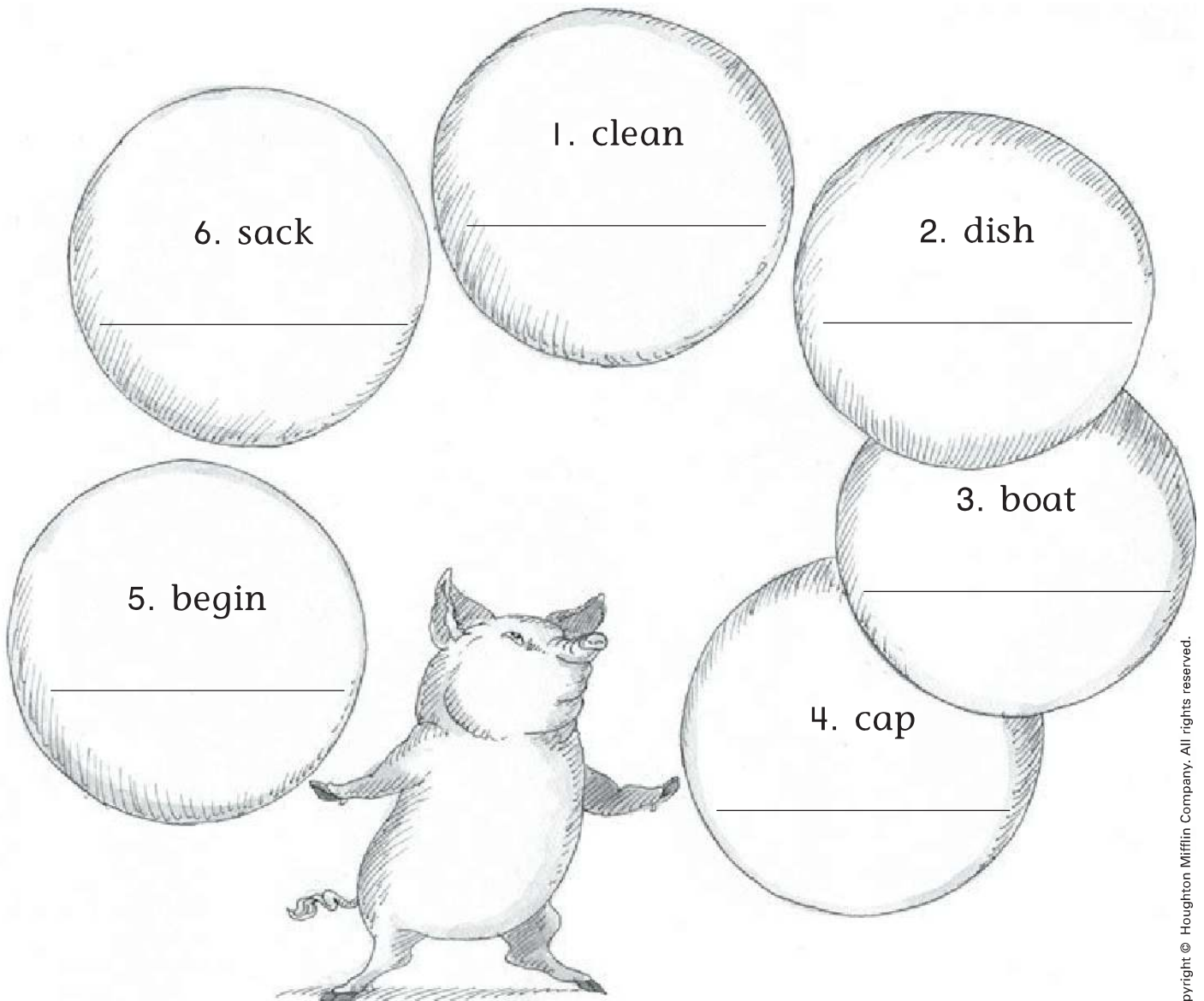
Name _____

Means the Same

Word Bank

hat ship bag plate wash start

In each ball, write a word from the box that means the same or almost the same as the word in the ball.



Name _____

Who or What?

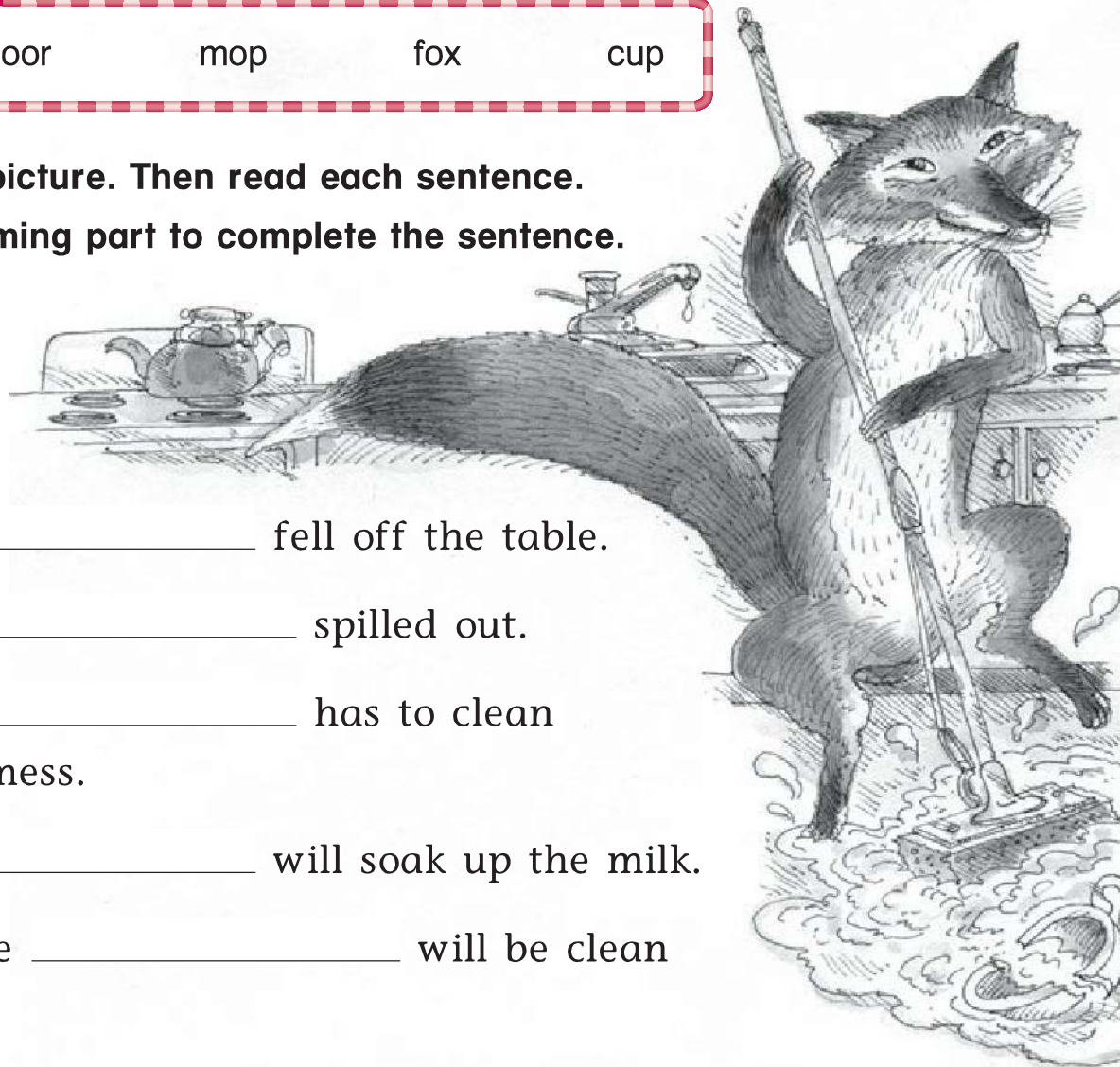
- ▶ A sentence is a group of words that tells what someone or something did or does.
- ▶ The naming part of a sentence tells whom or what the sentence is about.

Word Bank

milk floor mop fox cup

Look at the picture. Then read each sentence.
Write the naming part to complete the sentence.

1. A _____ fell off the table.
2. The _____ spilled out.
3. The _____ has to clean up the mess.
4. A _____ will soak up the milk.
5. Then the _____ will be clean again.



Name _____

Animal Manners

Word Bank

fly

fox

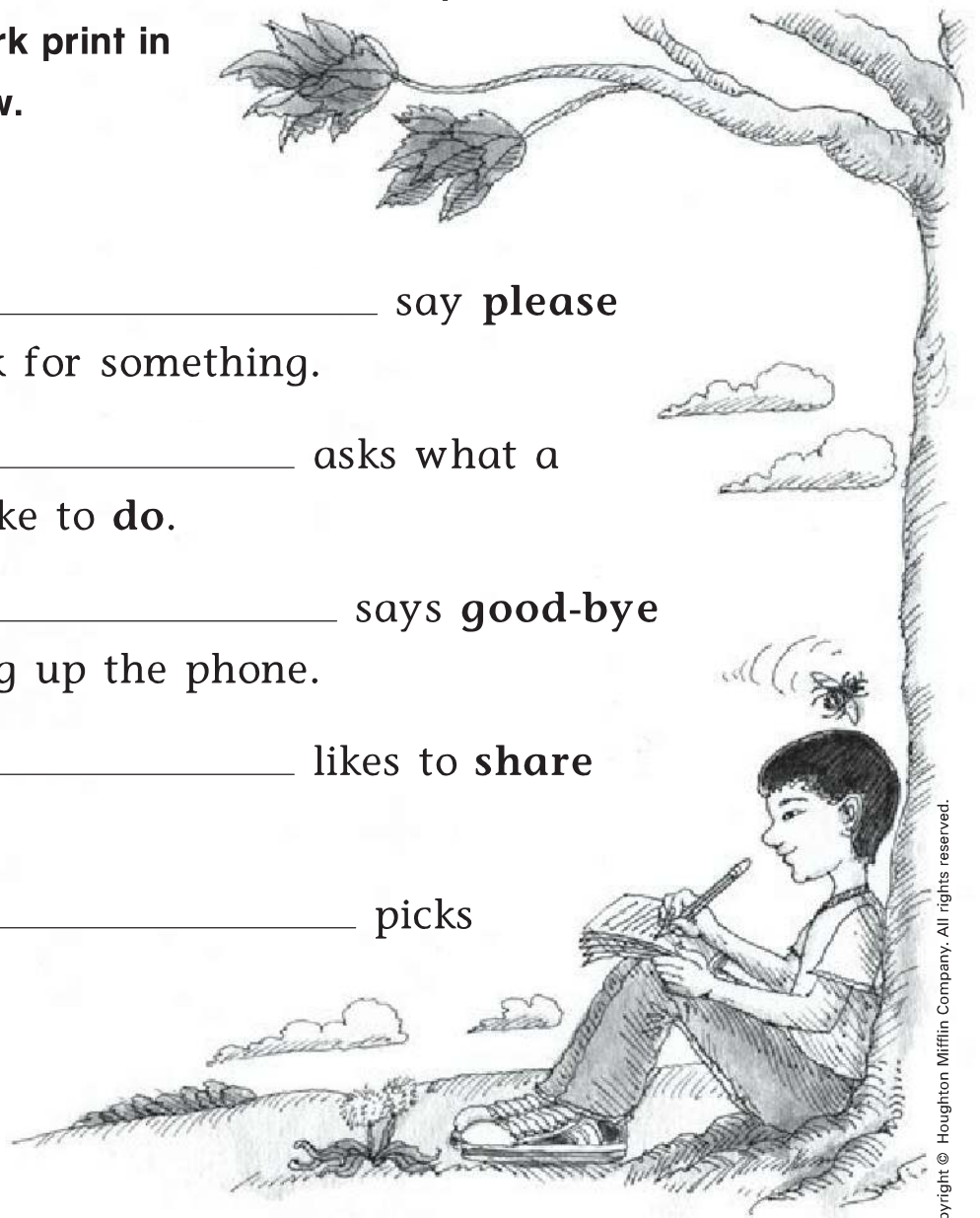
bear

bees

kangaroo

Write the naming word from the box that rhymes with the word in dark print in the sentences below.

1. These _____ say **please** when they ask for something.
2. A _____ asks what a guest would like to **do**.
3. The _____ says **good-bye** before hanging up the phone.
4. A _____ likes to **share** toys.
5. That _____ picks up his **socks**.



Name _____

You're Last

Rewrite each of the sentences. Name yourself last.

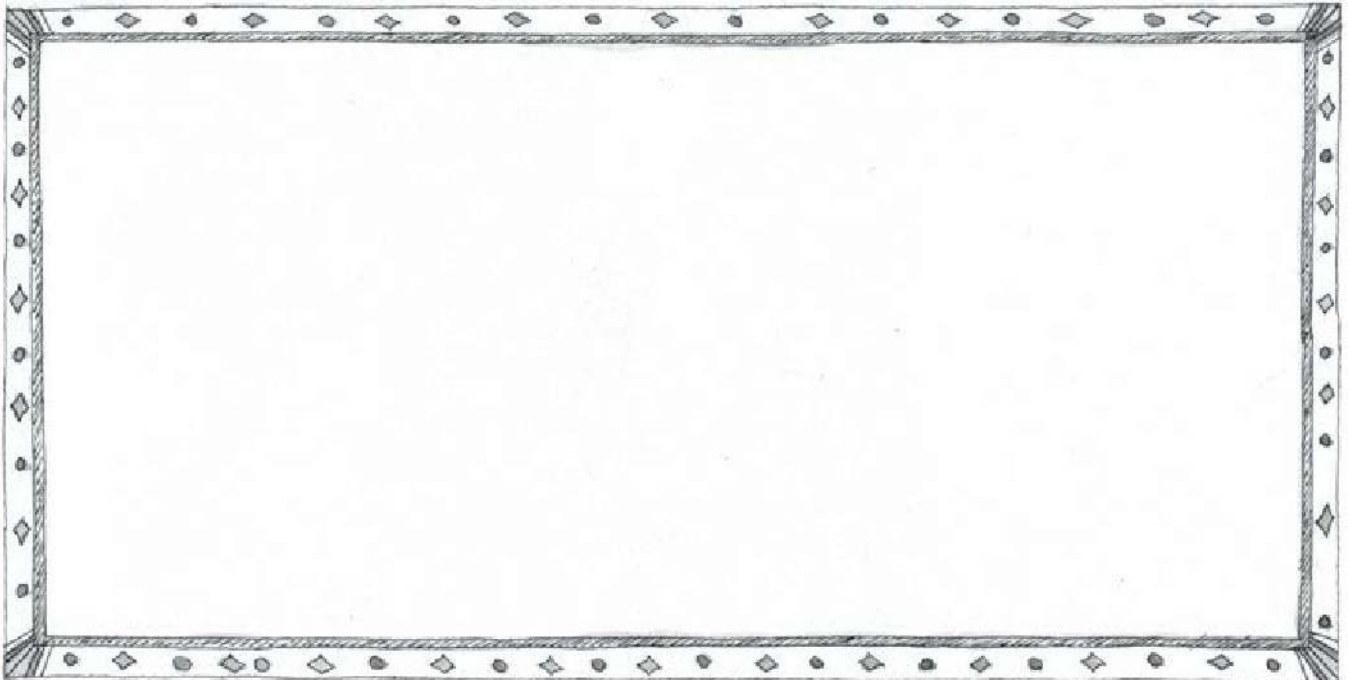
1. I and Casey went swimming.

2. I and my friend are going to the movies.

3. I and my mother ate lunch at school.

Draw a picture of you and your friend doing something.

Write a sentence to go with your picture.



Name _____

Focus Trait: Voice

Strong, Lively Words

Use strong, lively words to make each sentence better.

Sentence	Sentence with Strong, Lively Words
1. Pigs eat a lot.	
2. Julius thinks movies are good.	
3. That tree is very big.	
4. It is fun to ride my bike.	

Name _____

Prewriting

Planning a Response-Journal Entry

Prompt: Would you like to have Julius for a pet? Explain.

Date _____

Story Title _____

Beginning

Reason

Reason

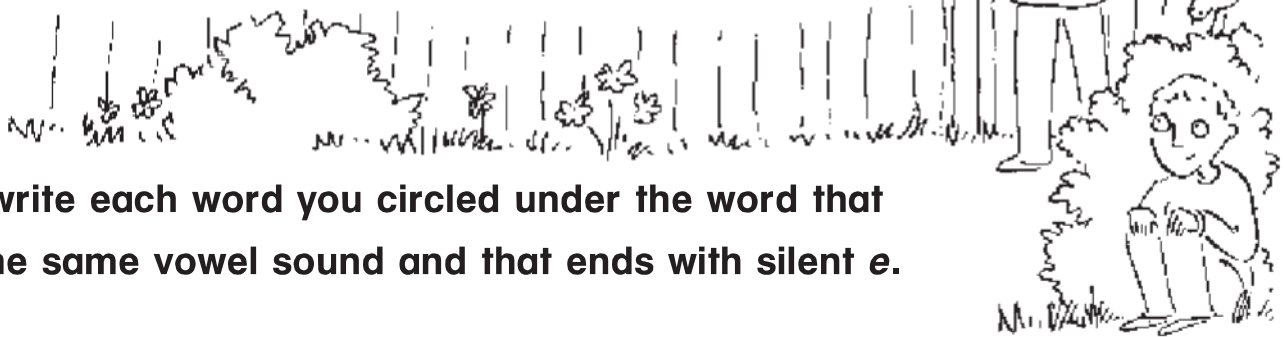
Ending

Name _____

Long Vowel Game

Read the sentences. Draw a circle around each word that has a long vowel sound and that ends with silent e.

1. We would like to play a game with you.
2. You count to five while we look for a place to hide.
3. When you count, you need to face the gate.
4. We can play until it is time to go inside.



Now write each word you circled under the word that has the same vowel sound and that ends with silent e.

late

nine

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name _____

Chicken Riddle

Use words from the box to finish the sentences.

Vocabulary

different floor letter move poor word

1. When you _____₂ _____₁₃, you go
to a new place to live.

2. If something is not the same, it is

_____₁₂ _____₁₁ _____₉ _____₁.

3. Can you spell the _____₆ _____ town?

4. My _____₈ _____ dog hurt his leg.

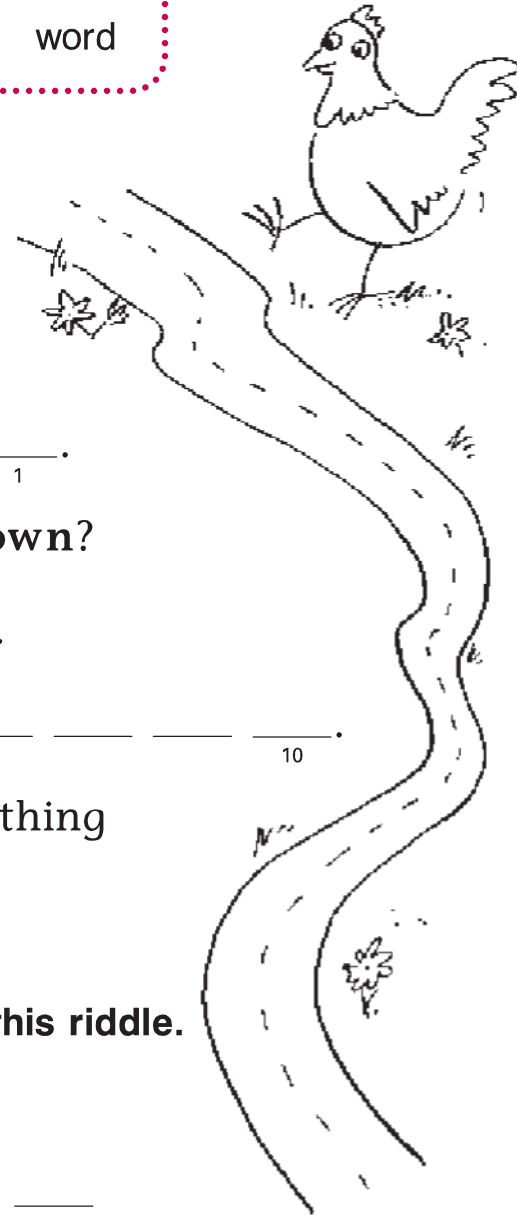
5. The glass broke when it hit the _____₁₀.

6. A _____₇ _____₄ _____₅ _____₃ _____ is something
you write to someone.

Write the letters above the numbers to answer this riddle.

Why did the chicken cross the road?

_____₁ _____₂ g _____₃ _____₄ _____₅ _____₆ _____₁ h _____₇
_____₈ _____₄ h _____₉ _____₁₀ s _____₁₁ _____₁₂ _____₁₃



Name _____

Picture the Vocabulary

Write each word from the box next to its correct definition.

Vocabulary

commotion released delivered tired feathers wearing

1. something handed over to someone _____
2. having clothing on the body _____
3. light, soft parts of a bird _____
4. having set something free _____
5. noisy excitement _____
6. having little strength or energy _____

Now use the picture to finish these sentences.

7. As soon as the _____ ,

released, the **commotion** began. First,

and then, _____

and finally, _____



Name _____

Prediction Chart

As you read the story, complete the chart.



What happens in the story?

What would happen if . . . ? _____

Tell what happens. _____

What would happen if . . . ? _____

Tell what happens. _____

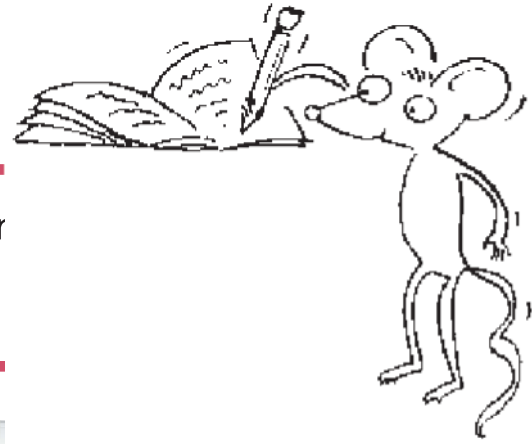


Name _____

Story Time

Use the phrases in the box to complete the sentences.

grabbed her feet Mrs. Brown's house it
crashed through the floor to be good



Saturday: Mrs. Brown rode away on her bicycle. As she went down the road, a dog _____. Mrs. Brown got hurt. She had to _____.

Monday: Mrs. Brown sent a letter. She told the animals _____. But the cow, pigs, ducks, and yak did not listen. They moved into _____.

Tuesday: When Mrs. Brown came home, she went to bed. She did not know that the cow, pigs, ducks, and yak were in her bed. Suddenly, the bed _____. They all went to the hospital. Soon it was time to go home. Now they all live together _____.

Name _____

Predicting Outcomes

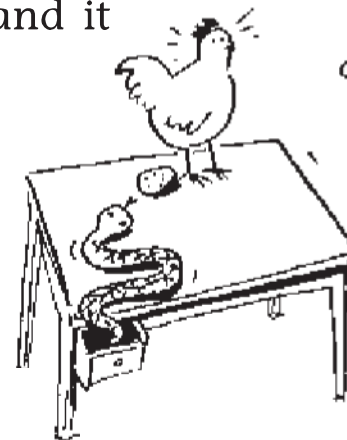
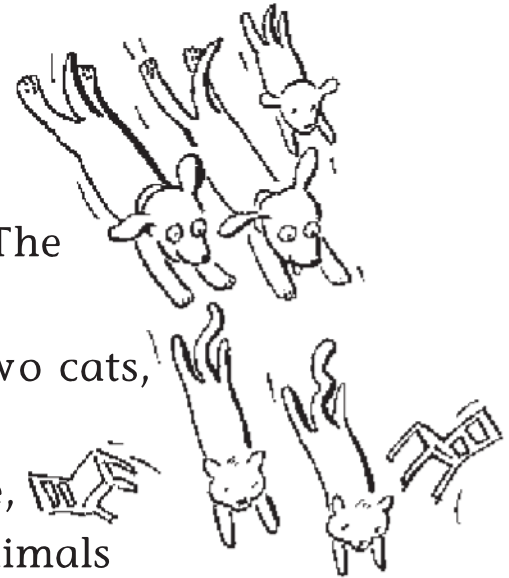
Read the story and then complete
the chart on the next page.

Pets in a Classroom

Mr. Clark's class was excited today. The children had brought their pets to school. There were three little dogs, one puppy, two cats, two kittens, one parrot, two goldfish, one lizard, one snake, two hamsters, one turtle, one rabbit, and even one chicken. The animals sat quietly while Mr. Clark talked about each of them.

At lunchtime the children left the animals in the classroom. As soon as the door was closed, the animals got into trouble. The dogs chased the cats. The hamsters and turtle ate the children's work. The puppy tried to catch the parrot, and the kittens tried to catch the fish. The rabbit knocked over some paint, and it spilled onto the lizard. The snake crawled into Mr. Clark's desk, and the chicken laid an egg on top of it!

When the class got back from lunch, the children saw the mess. But Mr. Clark did not notice.



Name _____

Predicting Outcomes continued

After you read the story, complete the chart below



What happens in the story?

1. _____
2. _____
3. _____
4. _____

What would happen if . . . ? _____

Tell what happens. _____

What would happen if . . . ? _____

Tell what happens. _____

Name _____

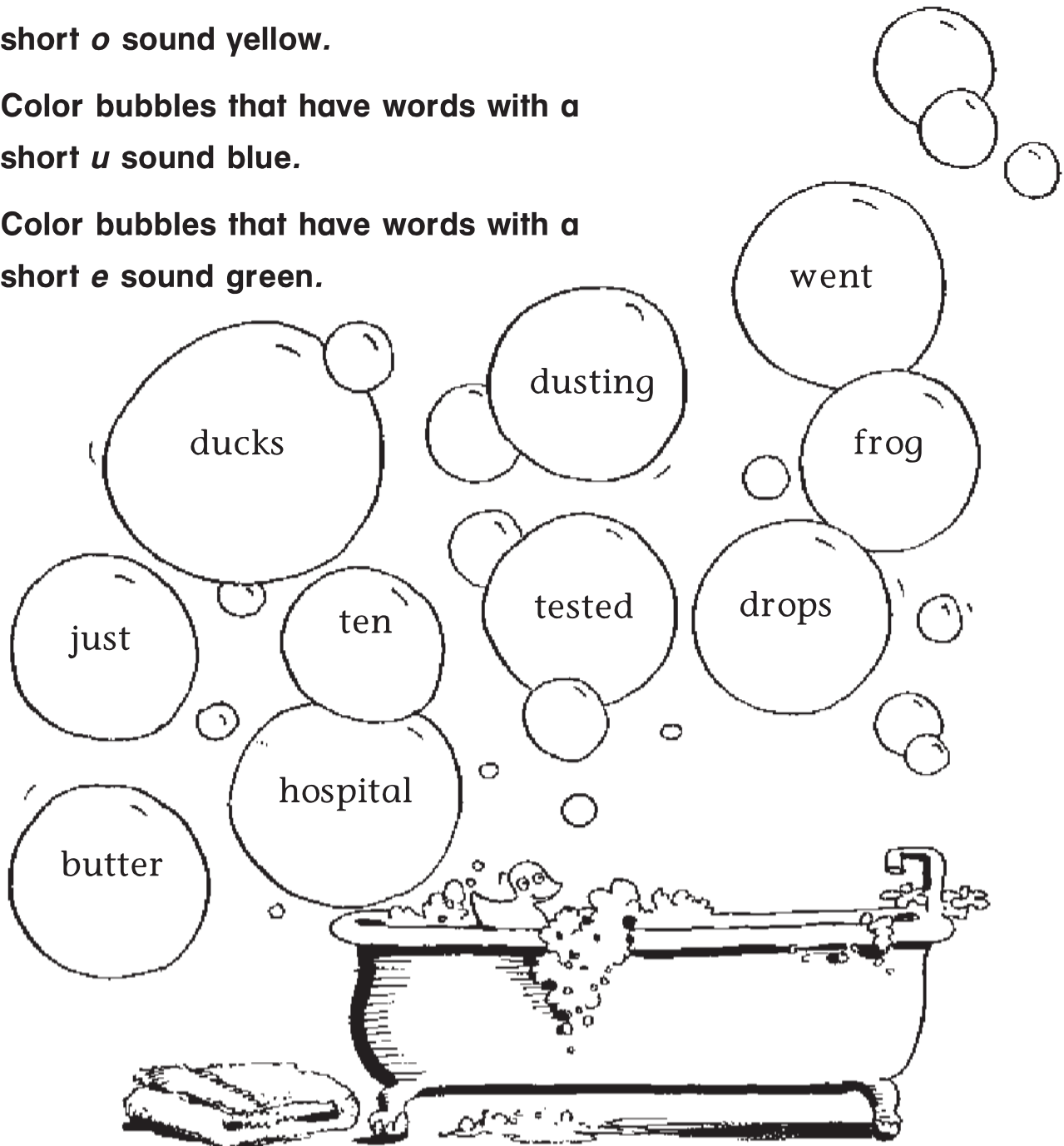
Vowel Sound Bubbles

Read each word aloud. Listen for the vowel sound.

Color bubbles that have words with a
short *o* sound yellow.

Color bubbles that have words with a
short *u* sound blue.

Color bubbles that have words with a
short *e* sound green.

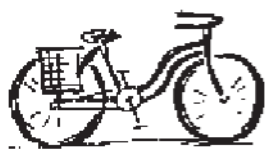


Name _____

Sorting Spelling Words

Ten Spelling Words have a long vowel sound and end with silent e. The words **give** and **have** do not follow this rule. The letters follow the pattern, but the words do not have long vowel sounds.

Write each word in the box under the word with the same vowel sound.



bike



gate

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

6. _____

Spelling Words

1. bite

2. late

3. size

4. made

5. side

6. ate

7. fine

8. same

9. hide

10. line

11. give*

12. have*

Write the Spelling Word that answers each question.

11. Which word rhymes with live? _____

12. Which word starts with a vowel? _____

Name _____

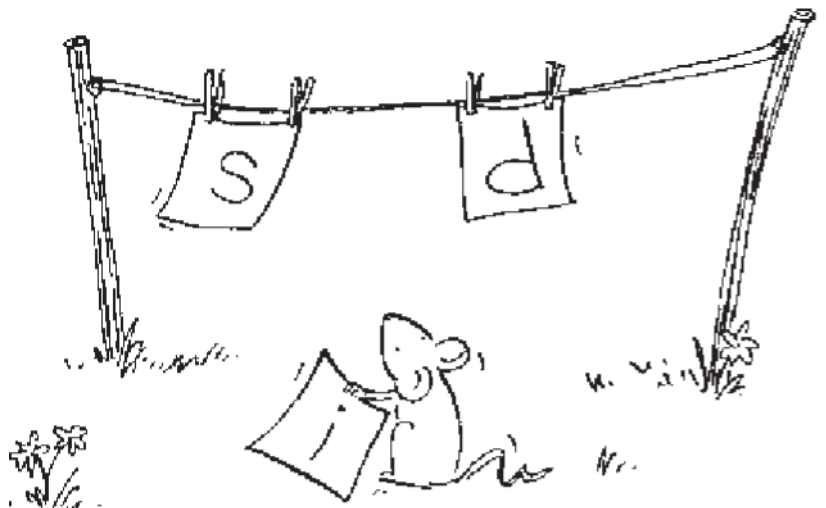
Spelling Spree

Unscramble the letters in each Spelling Word.
Write the word on the line.

1. elin _____
2. ahve _____
3. ltae _____
4. eta _____
5. sdei _____
6. maes _____
7. dame _____
8. idhe _____
9. vige _____
10. zies _____
11. nfie _____
12. iteb _____

Spelling Words

1. bite
2. late
3. size
4. made
5. side
6. ate
7. fine
8. _____



Name _____

Proofreading and Writing

Proofreading Find and circle four Spelling Words that are spelled wrong in this puppet show. Write each word correctly.

Mouse: I made a cake for Beth.

Duck: Great! We can givve it to her when she gets home.

Mouse: Look at the cake! Someone took a bitt out of this side.

Duck: It looks fien to me.

Mouse: Maybe I should cut that piece off and make the cake a smaller siz.

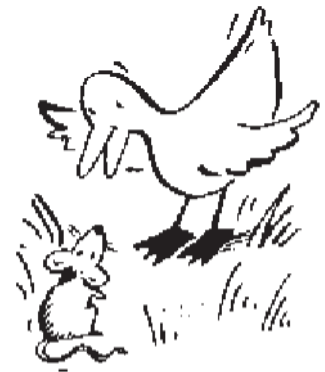
Duck: I have a better idea. Let's eat this cake and make a new one for Beth.

Spelling Words

1. bite
2. late
3. size
4. made
5. side
6. ate
7. fine
8. same
9. hide
10. line
11. give*
12. have*



Write an Opinion Write a few sentences telling what you think happened to the cake. Use another sheet of paper. Use Spelling Words from your list.



Name _____

Word Meanings

Read the two meanings for each word. Then write
a sentence for each meaning. The first one has been
done for you.

Example: land

The **land** is the ground.

To **land** is to come down.

The farmer's land is flat.

We watch the plane land.

back

The **back** is the rear part of the body.

To come **back** is to return.

1. _____

2. _____

tire

A **tire** is a circle of rubber.

To **tire** is to get sleepy.

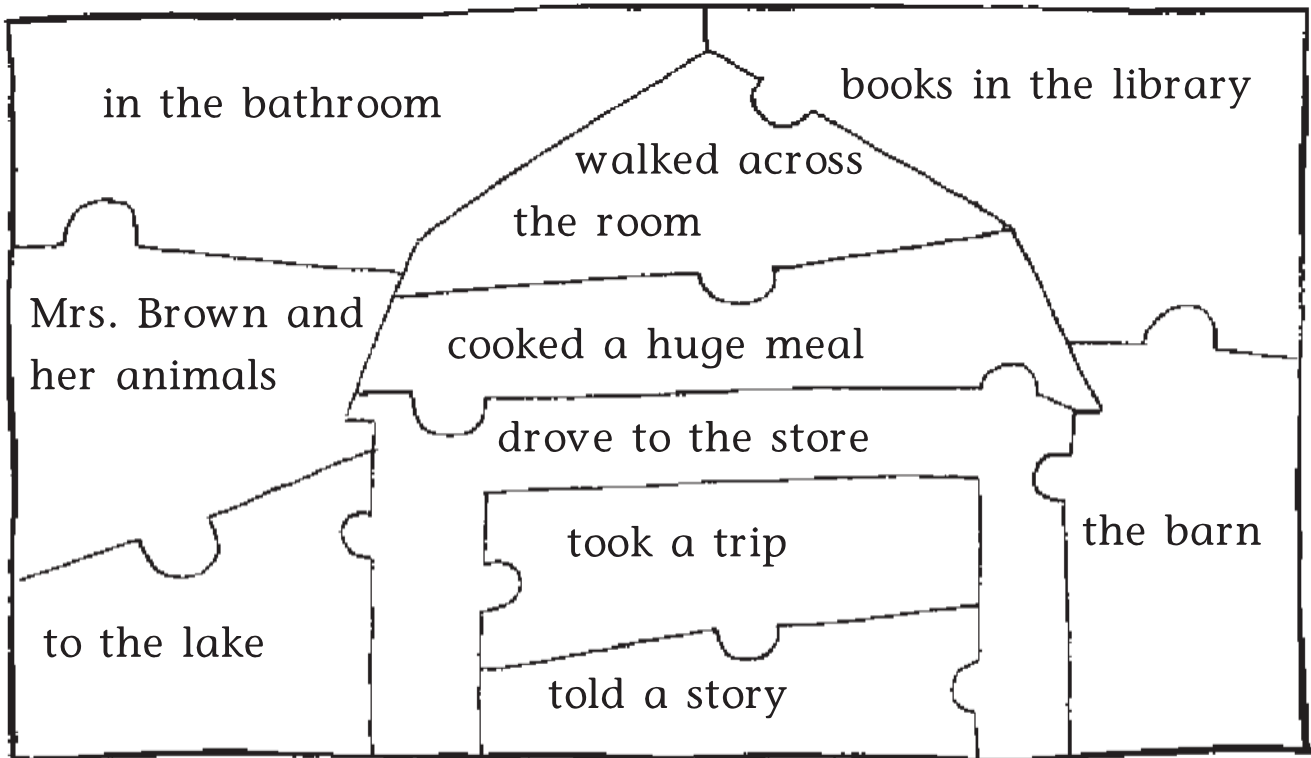
3. _____

4. _____

Name _____

Action Parts Puzzle

Color red the puzzle pieces with action parts.



Now write complete sentences for the puzzle parts that you colored red.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Animal Actions

Complete each sentence to tell what the animals are doing.
Be sure to put a period at the end of each sentence.

purrs as it naps under a tree
trot across the field to the barn
hops on the lily pads in the pond

barks at the ducks
quack loudly



Name _____

Listing Actions

Here is a list of things the animals did while Mrs. Brown was gone.
Circle *Yes* or *No* to tell whether each item has an action part.

What the Animals Did

- | | | |
|---|-----|----|
| 1. One of her gowns. | Yes | No |
| 2. The yak and cow. | Yes | No |
| 3. The ducks rang the doorbell
many times. | Yes | No |
| 4. The pigs painted the house. | Yes | No |
| 5. A snack from food in the pantry. | Yes | No |

Add words to the items that did not have action parts. Write
the complete sentences on the lines below.

Name _____

Focus Trait: Word Choice

Sense Words

Write a sentence about each place. Use at least one sense word in each sentence.

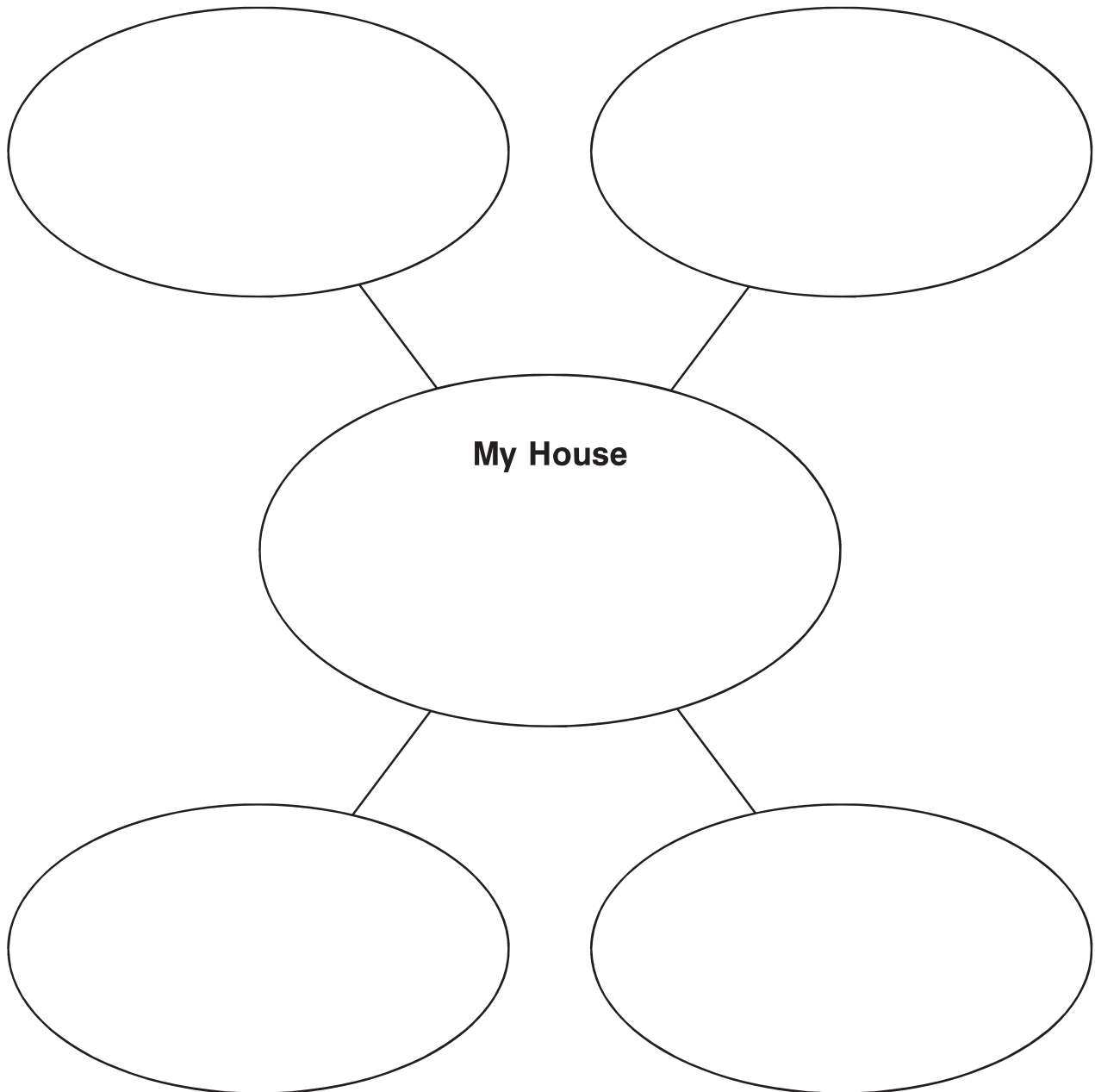
Place	Sentence with Sense Words
1. a garden	
2. a basement	
3. a busy street	
4. a grocery store or supermarket	

Name _____

Prewriting

Planning a Descriptive Paragraph

Prompt: Write several details that describe your house.



Name _____

Choosing the Best Answer

Use what you have learned about taking tests to help you answer these questions. You may go back to **Dragon Gets By** if you need to. This practice will help you when you take this kind of test.

Read each question. Choose the best answer. Fill in the circle beside your answer.

- 1 Where is Dragon at the beginning of the story?
 - ☐ at the store
 - ☐ at home
 - ☐ in his car
- 2 Why does Dragon go to the store?
 - ☐ He loves to shop for different kinds of food.
 - ☐ He is a wise shopper.
 - ☐ He doesn't have any food in his cupboard.
- 3 What happens when Dragon tries to put the food that he bought in his car?
 - ☐ The food does not fit.
 - ☐ He sees that he forgot to buy fudge pops.
 - ☐ The car rolls down the hill.

Name _____

Choosing the Best Answer

continued

- 4 Where is Dragon when he eats all the food he bought?
- ☐ at home
 - ☐ in the parking lot
 - ☐ in the store
- 5 Why can't Dragon fit in his car?
- ☐ He ate too much food.
 - ☐ He had too many bags of food.
 - ☐ He grew too tall.
- 6 At the end of the story, what does Dragon find when he opens his cupboard?
- ☐ The cupboard is full of food.
 - ☐ His car is in the cupboard.
 - ☐ The cupboard is still empty.

Name _____

Spelling Review

Write Spelling Words from the list to answer the questions.

1–14. Which words have the short **a**, **e**, **i**, **o**, or **u** sound?

1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

15–20. Which words have the long **a** or long **i** sound?

15. _____ 18. _____

16. _____ 19. _____

17. _____ 20. _____

Spelling Words

1. am
2. hide
3. made
4. his
5. nut
6. dig
7. job
8. size
9. fox
10. sat
10. fun
12. late
13. hug
14. wet
14. mop
16. went
17. leg
18. bite
19. ran
20. ate

Name _____

Spelling Spree

Silly Scramble Change the order of letters in the words below to make Spelling Words.

1. tale _____

2. eat _____

3. gel _____

4. dame _____

Rhyme Time Finish the sentences. Write a Spelling Word that rhymes with the word in dark print.

5. Mom and I _____ to buy a new **tent**.

6. I saw a _____ peek out of the **box**.

7. A hungry bird took a _____ from my **kite**.

8. Jason _____ to get a **pan**.

9. Just for _____, let's draw a red **sun**!

10. I found a _____ inside of a **hut**.

Spelling Words

1. went
2. bite
3. ran
4. fox
5. made
6. ate
7. nut
8. late
9. leg
10. fun

Name _____

Proofreading and Writing

Proofreading Circle four Spelling Words below that are wrong. Then write them correctly.

I yam a squirrel named Sam. I like to play with my friend Tree. I give her a big hugg each day. We have lots of fun. I hied in her branches. She always finds me! When it is wett, she keeps me dry.

1. _____ 3. _____
2. _____ 4. _____

Spelling Words

1. dig
2. wet
3. sat
4. his
5. mop
6. job
7. hide
8. size
9. am
10. hug

Finish the Story Write Spelling Words to complete the sentences in this story.

Sam the squirrel 5. _____ in Tree. He ate 6. _____ last nut. He would have to 7. _____ up more later. Today's 8. _____ was to clean up under Tree. "Tree," Sam asked, "where is the 9. _____ ?" "You can't use that!" Tree said. "You're too small in 10. _____ .

 **Finish the Story** On another sheet of paper, write a letter from Tree. Use the Spelling Review words.

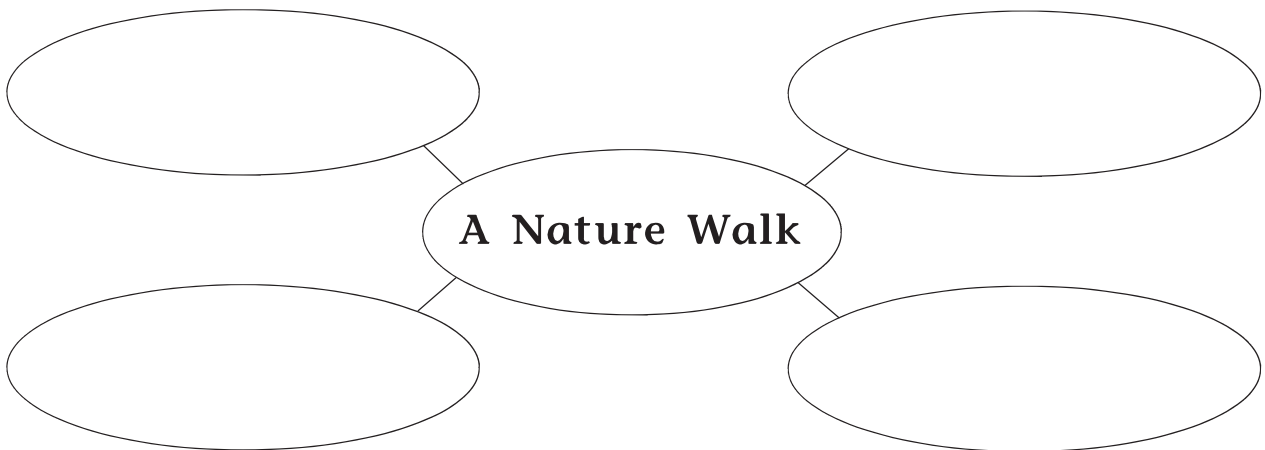
Name _____

Nature Walk

What about nature and the outdoors do you enjoy most?

Describe an event or activity that you have seen or enjoyed doing outdoors.

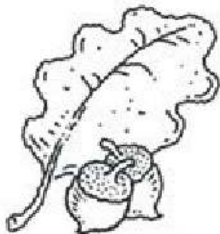
Complete the word web with words and phrases that describe a nature walk you have taken.



Name _____

Nature Walk

Fill in the chart as you read the stories.



	Where does the nature walk in the story take place?	What do some of the characters see and learn about on their nature walk?
Henry and Mudge and the Starry Night		
Exploring Parks with Ranger Dockett		
Around the Pond: Who's Been Here?		

Name _____

Go Long

Say the name of each picture. Circle the picture of the word that has the long vowel sound and a silent e at the end.



ube

Complete each pair of sentences using the words in the boxes.

1. My _____ is part of my face.

My teacher wrote me a _____.

nose note

2. It is not polite to be _____ to
other people.

Follow every school _____.

rule rude

3. My brother's name is _____.

_____ are my socks.

These Pete

4. The flag is on the _____.

Byron told a funny _____.

pole joke

5. The store is _____.

Are you _____ today?

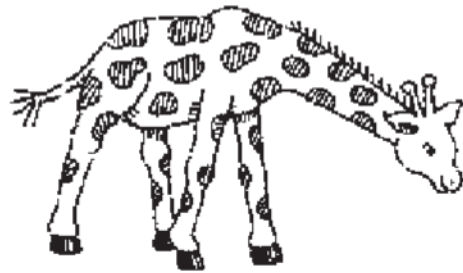
closing voting

Name _____

Tiger and Giraffe Sounds



tiger



giraffe

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Name _____

Puzzle Play

Fill in the puzzle with words from the box that fit the clues.

Word Bank

quiet even straight beautiful year

Across

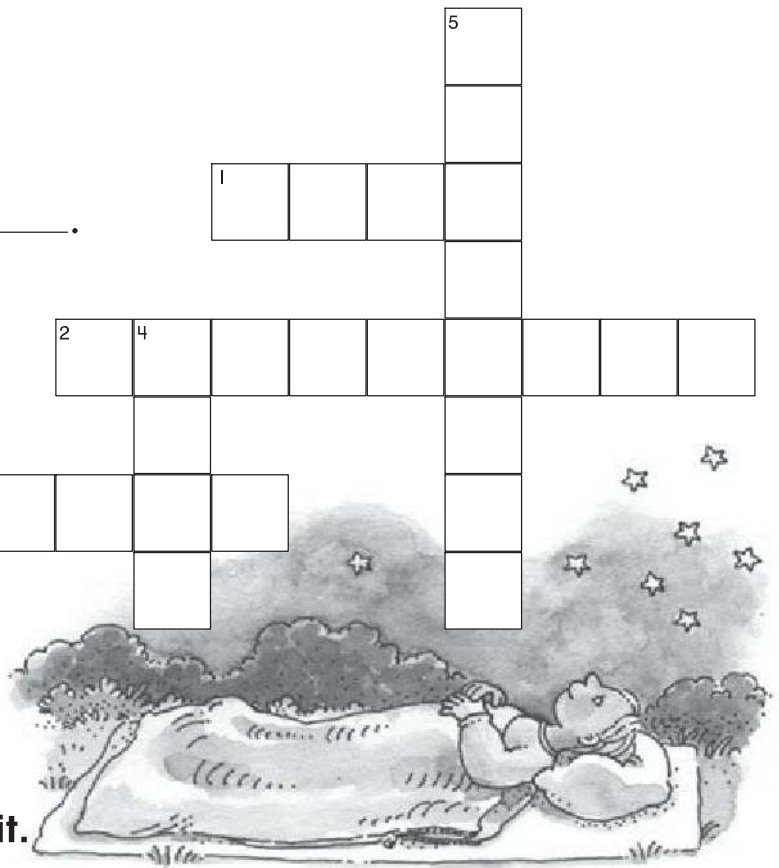
1. Last _____ we went
camping at Star Lake.
2. It is so _____ there.
3. At night it is very _____.

Down

4. You cannot _____
hear a bird chirping.
5. As soon as it
gets dark I go
_____ to
sleep!

Think of a quiet and beautiful
place. Write a sentence about it.

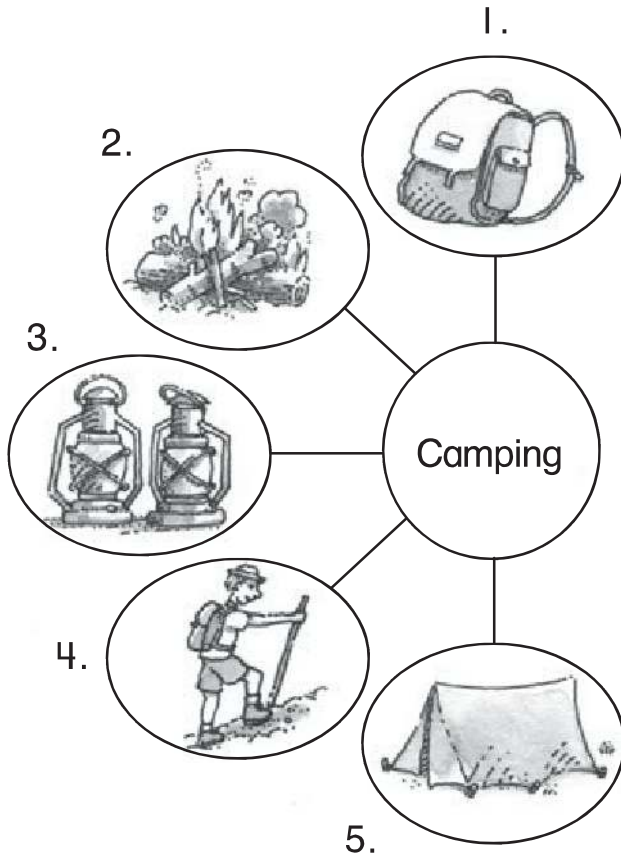
6. _____



Name _____

Camping Words

Use words from the box to label the pictures.



Vocabulary

backpack
lanterns
hike
campfire
tent

1. _____
2. _____
3. _____
4. _____
5. _____

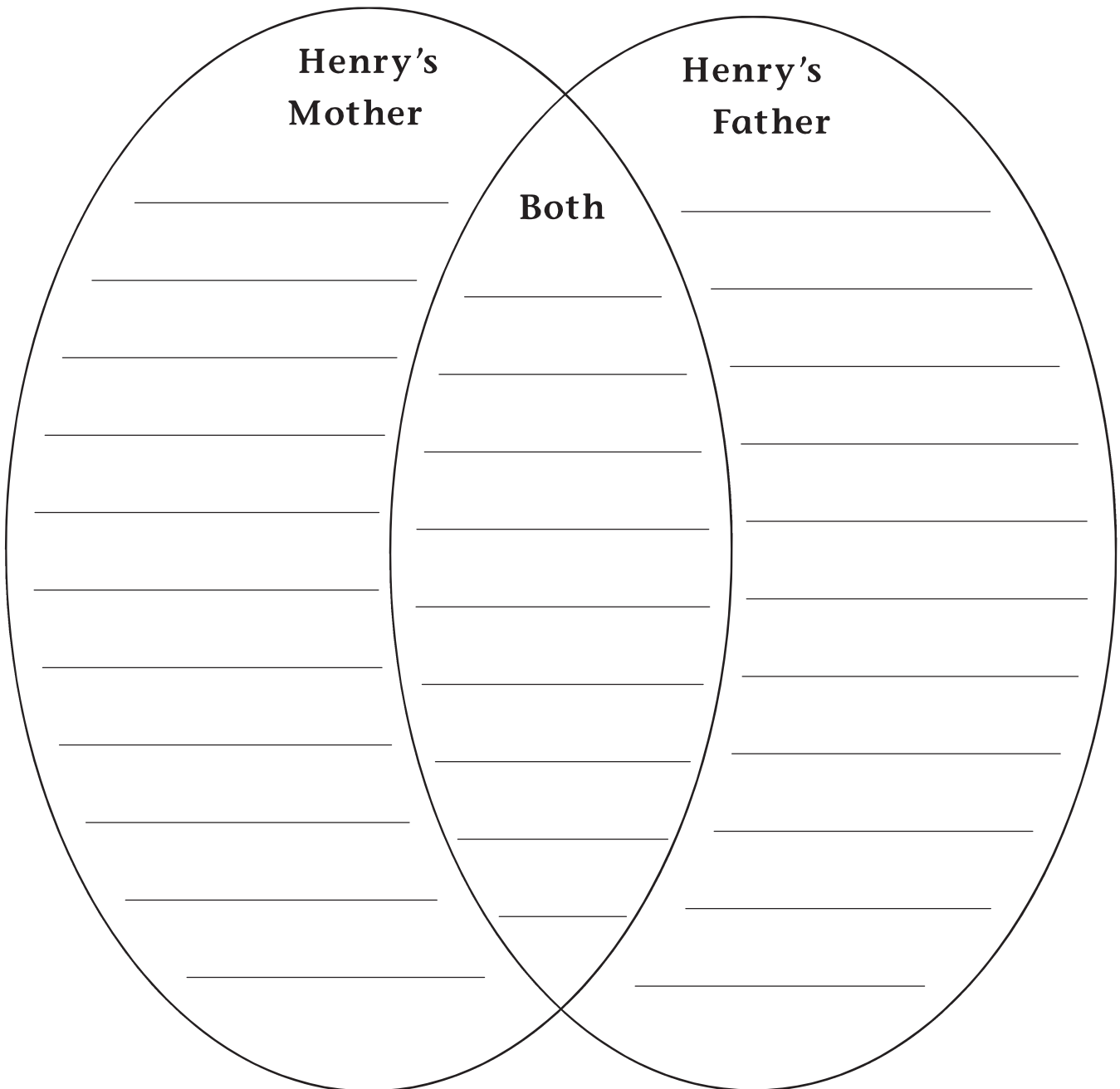
Write a sentence about camping. Use some of the words above.

6. _____
- _____
- _____

Name _____

Graphic Organizer

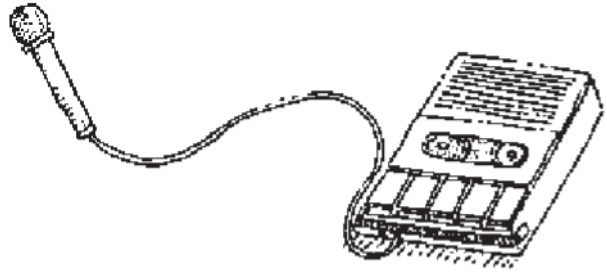
Venn Diagram As you read the story, write what Henry's mother is like, what Henry's father is like, and how both are the same.



Name _____

Interviewing Henry

Write the answers Henry might
give to these questions.



1. **Question:** Why does your mother know so much about camping?

Answer: _____

2. **Question:** How did Mudge know you had a cookie in your back pocket?

Answer: _____

3. **Question:** How did you cook your food?

Answer: _____

4. **Question:** What did your mother see in the night sky?

Answer: _____

5. **Question:** Why did you and your family have "green" dreams while camping?

Answer: _____

Name _____

Compare and Contrast

Read the story. Complete the diagram on page 74.

Alike and Different

Lori and her parents like the outdoors. One sunny Saturday, the family decided to go hiking at a nearby park. They dressed in their hiking clothes and got their backpacks. Mom put food in her backpack. She told Lori that they would have a picnic lunch. Dad packed a picnic blanket, the first-aid kit, and the park map in his backpack. Lori put only one thing in her backpack. It was her cat, Sprinkles!

The family walked to the park with Sprinkles peeking out from Lori's backpack. In the park, Mom and Dad waved to other hikers they passed. Dad talked about the plants they saw. He knew a lot about plants. Mom looked over her shoulder to check on Lori and Sprinkles.

After a while, the family stopped to rest. Sprinkles took a nap. Mom pointed to some wild animals she saw. Suddenly, Dad decided to be silly. He pretended to be the animals. He scampered like a squirrel, hopped like a rabbit, and flapped his arms like a bird. Lori and her mom laughed.



Compare and Contrast (continued)

Lori's Mother

Both

Lori's Father

wea

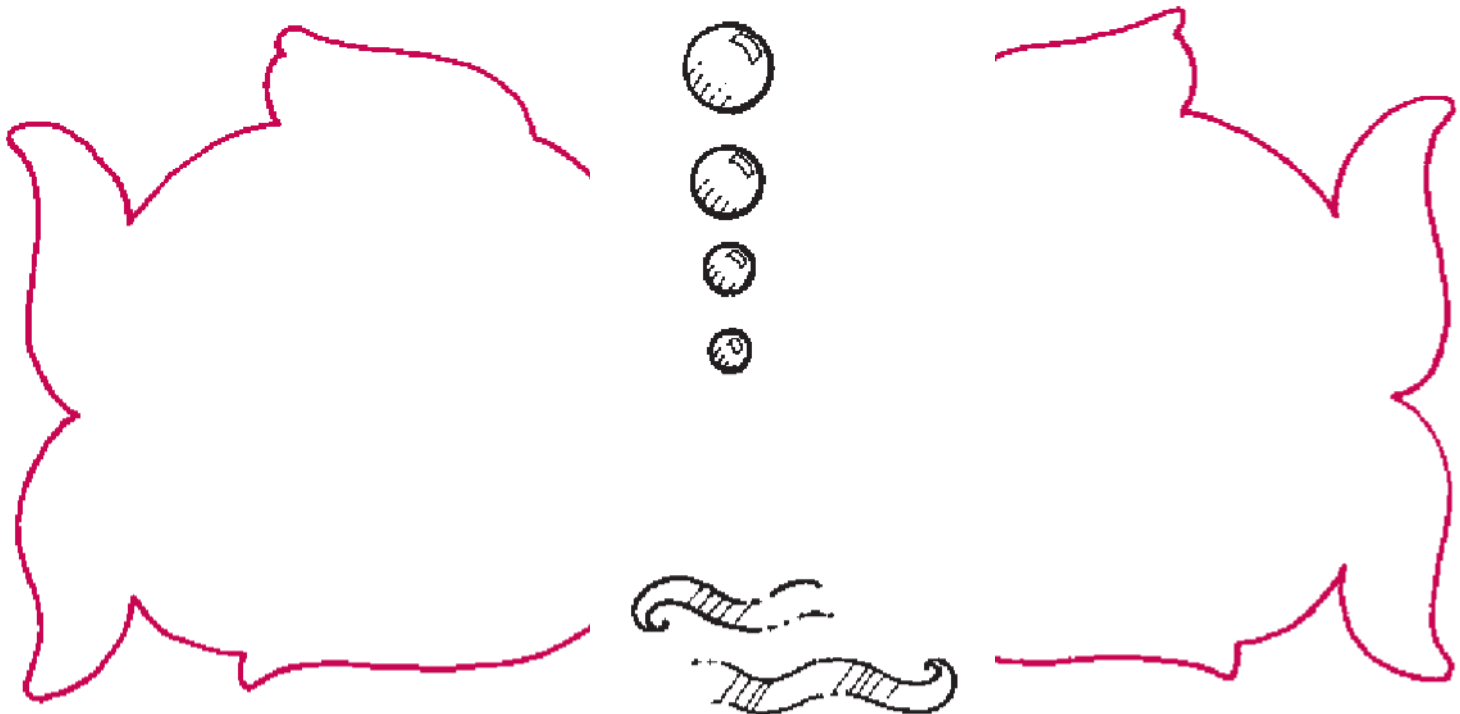
Name _____

Fishing for Vowels

Read the sentences. Draw a circle around each word that has a long vowel sound and that ends with silent e.

1. My friend and I live by the lake.
2. We are both nine years old.
3. We are about the same size.
4. I usually sleep late.
5. He comes to wake me up.
6. Then we go fishing and play hide and seek.
7. Sometimes we race our toy cars.
8. My friend is nice.
9. I like him very much.

Now write each word you circled in the fish that has the same vowel sound and a silent e at the end.



Name _____

Match the Sound

Most of the Spelling Words have the long vowel sound and end with silent e.

► The words **one** and **goes** do not follow this rule.

Write each Spelling Word under the word with the same vowel sound and a silent e at the end.

Home

Cube

Pete

Spelling Words

1. bone
2. robe
3. use
4. these
5. rope
6. note
7. cute
8. close
9. hope
10. those
11. one*
12. goes*

Write one word that does not have the long vowel sound. Write one word with a long vowel sound that does not end with silent e.

Name _____

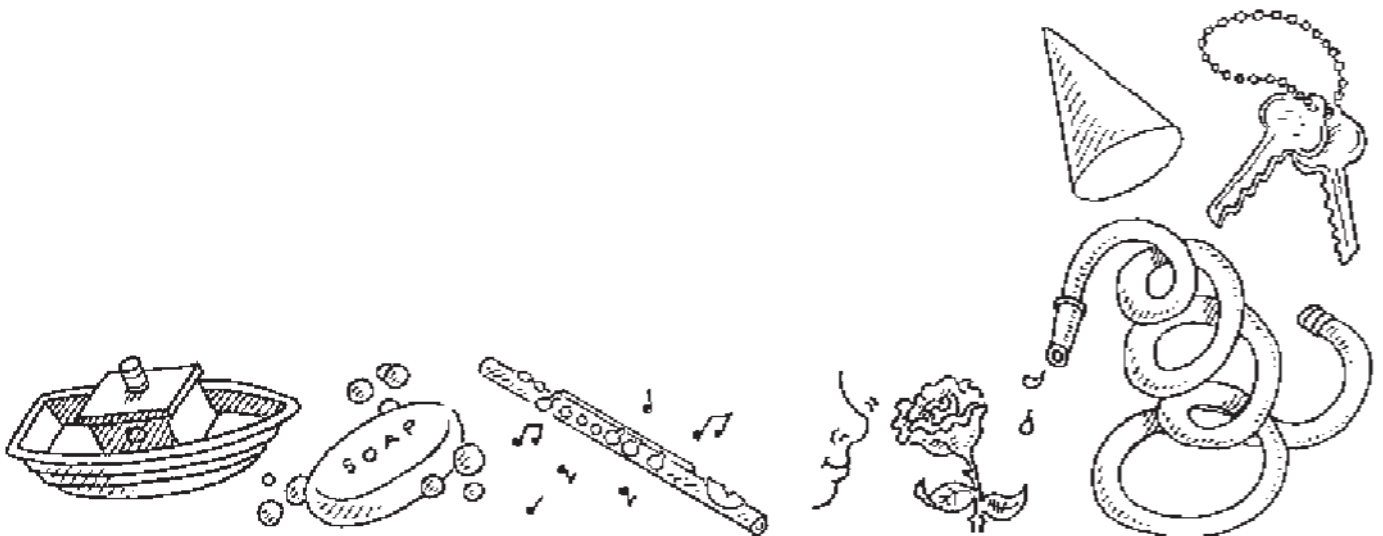
Spelling Spree

Write a Spelling Word for each clue.

1. It rhymes with **flute**.
It begins like **cup**. _____
2. It rhymes with **nose**.
It begins like **get**. _____
3. It rhymes with **hose**.
It begins like **clock**. _____
4. It rhymes with **cone**.
It begins like **bat**. _____
5. It rhymes with **keys**.
It begins like **them**. _____
6. It rhymes with **soap**.
It begins like **home**. _____

Spelling Words

1. bone
2. robe
3. use
4. these
5. rope
6. note
7. cute
8. close
9. hope
10. those
11. one*
12. goes*



Name _____

Proofreading and Writing

Here is a letter Henry might have written. Circle four Spelling Words that are not spelled correctly. Write them correctly on the lines.

Dear Mom and Dad,

☐ Thank you for taking Mudge and me camping. The next time we go camping, I'm going to use a stronger rupe on my backpack. The one I did uoos didn't work very well.

I'm also going to hide wun bone in my roob pocket. I want to see if Mudge can find it like he found the ☐ cookie. I hope you like reading this note. Mudge helped me write it.

Love,

Henry and Mudge

Henry



Spelling Words

1. bone
2. robe
3. use
4. these
5. rope
6. note
7. cute
8. close
9. hope
10. those
11. one*
12. goes*



Write a Note On another sheet of paper, write a note to someone. Use Spelling Words from the list. (2)

Name _____

One + One = One

A **compound word** is made up of two shorter words. The word **campfire** is a compound word.



Draw a line from the word on the left to the word on the right to make a compound word.

- | | |
|------------|-------|
| 1. sun | storm |
| 2. thunder | rise |
| 3. water | bow |
| 4. rain | fall |

Now use each compound word in a sentence.

5. _____

6. _____

7. _____

8. _____

Name _____

Sentence or Question?

- ▶ A telling sentence tells about someone something. It begins with a capital letter and ends with a period.
- ▶ A question asks about someone or something. It begins with a capital letter and ends with a question mark.



**Unscramble the words to make a telling sentence or a question.
Remember to use capital letters and the correct end marks.**

1. fun is camping _____

2. sleep a we in tent

3. like you go camping to do _____

Write a telling sentence about the picture.

4. _____

Write a question about the picture.

5. _____

Name _____

Sentence to Question

Read each telling sentence. Turn it into a question.
Use words from the box. The first one has been
done for you.

Word Bank

Where

Who

When

What

1. Some people love to go camping.

What do some people love to do?

2. It is fun to go camping in the summer.

3. My dad likes to sleep in a tent.

4. I like to go camping at Star Lake.

What can you do on a camping trip? Write two telling sentences.

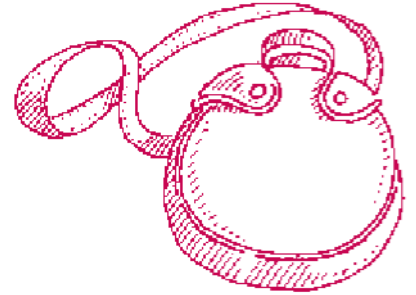
5. _____



Name _____

Change It!

**Change these telling sentences to questions.
Remember to begin with a capital letter
and include the correct end mark.**



1. Henry and Mudge went camping in August.

2. Mudge is Henry's big dog.

3. Henry's parents took Henry and Mudge camping.

**Change these questions into telling sentences. Remember to
begin with a capital letter and include the correct end mark.**

4. Did Mudge have a backpack?

5. Did Henry want to see a bear?

6. Did Henry and his family go hiking?

Name _____

Focus Trait: Ideas

Using Powerful Language

Rewrite each sentence. Replace the underlined words with more powerful words.

Weak Language	Powerful Language
1. Wild animals can be <u>bad</u> !	Wild animals can be
2. It was a <u>nice</u> night.	It was a
3. There's a <u>creature</u> in the woods.	There's a
4. Karen smelled <u>something sweet</u> .	Karen smelled

Name _____

Prewriting

Planning a Response Paragraph

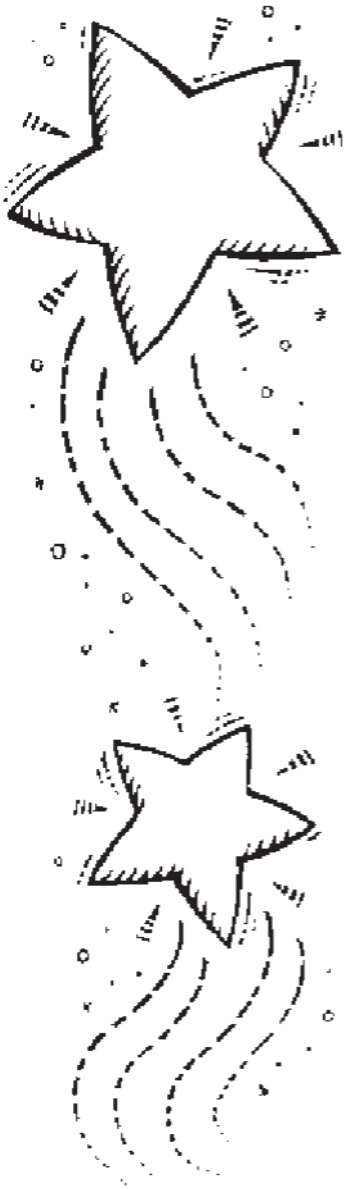
Prompt: Is Mudge a special dog? Based on the story, tell why or why not.

Opinion Chart
My opinion:
Reason 1:
Reason 2:
Reason 3:

Name _____

Revising Your Description

Put a check next to the sentences that tell about your writing.



Superstar

- ☐ I told the reader what I am describing.
- ☐ My description tells how something looks, feels, sounds, tastes, and smells.
- ☐ My description uses details to make a clear picture for the reader.
- ☐ I wrote in complete sentences.

Rising Star

- ☐ I need to tell what I am describing.
- ☐ I need to add words that tell how something looks, feels, sounds, tastes, and smells.
- ☐ I could add some details to make a clearer picture for the reader.
- ☐ Some of my sentences are not complete.



Name _____

Writing Sentences

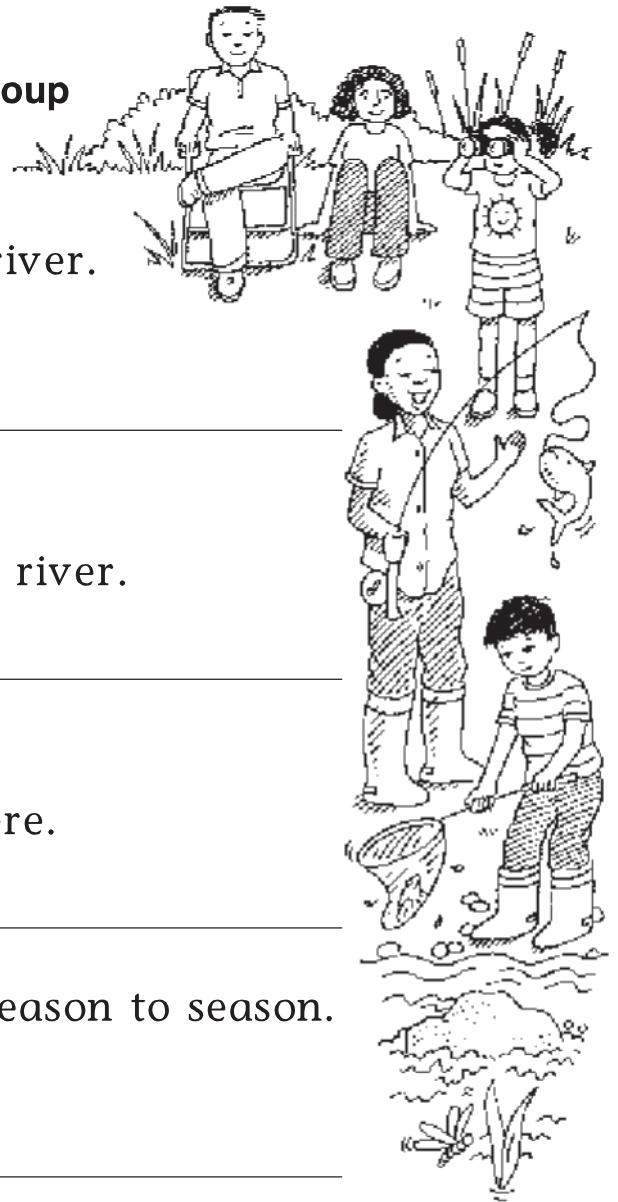
Read each group of words. Write the group of words that is a sentence.

1. All kinds of people come to the river.
All kinds of people.

2. In the river.
My dad likes to catch fish in the river.

3. Different birds and bugs.
I see different birds and bugs here.

4. Life on the river changes from season to season.
From season to season.



Think of an outdoor spot you enjoy. Write two sentences about it.
Make sure your sentence tells what someone or something is doing.

5. _____

6. _____

Name _____

Spelling Words

These Spelling Words are words that you use in your writing. Look carefully at how they are spelled. Write the missing letters in the Spelling Words below. Use the words in the box.

1. o____

7. fr____m

2. w____t

8. d____s

3. a____

9. h____

4. h____

10. th____r____

5. c____e

11. g____s

6. ____f

12. the____

Spelling Words

1. on

2. am

3. come

4. if

5. does

6. goes

7. from

8. his

9. want

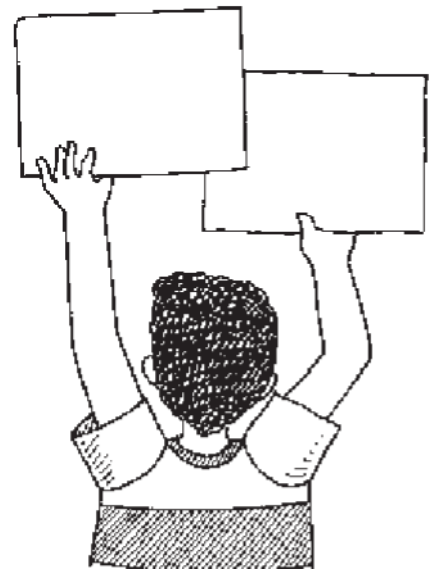
10. her

11. their

12. there

Write the Spelling Words below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

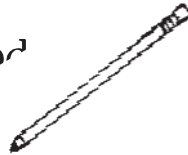


Name _____

Spelling Spree

Write a Spelling Word to finish each riddle.

1. I'm made _____ wood.
You can write with me.



2. I swim _____ in the lake.
I have scales and fins.



3. I _____ out.
I rhyme with soon.



4. I _____ on a wall.
You can see yourself in

5. I am _____ best.
She likes me.
I bark and run.



Spelling Words

1. on
2. am
3. come
4. if
5. does
6. goes
7. from
8. his
9. want
10. her
11. their
12. there

Write the Spelling Word that matches the clue.

6. the opposite of off _____
7. to do something _____
8. to go somewhere _____
9. to wish for something _____
10. shows something belongs to some people _____

Name _____

Proofreading and Writing

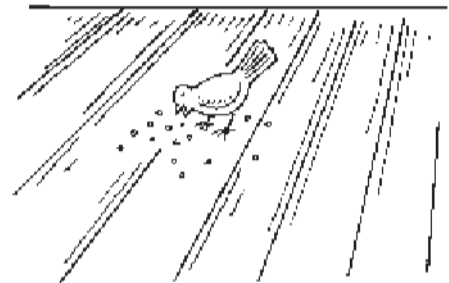
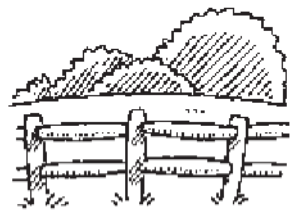
Proofreading Find and circle misspelled Spelling Words below. Then write each word correctly.

The little bird landed on the fence post. He had cume from the woods. His feathers were brown with speckles of black. "Ef he is hungry, he will wunt the seeds," I thought.

Suddenly he swooped down onto the deck. He pecked the tiny, hard seeds I had thrown thair. Suddenly, he lifted hiz head as if he heard a sound. He flapped his wings and flew off into the woods.

Spelling Words

1. on
2. am
3. come
4. if
5. does
6. goes
7. from
8. his
9. want
10. her
11. their
12. there



Write and Draw an Animal On another sheet of paper, draw pictures of some animals you might see in your backyard. Write a sentence below each picture that tells about the animal. Use as many Spelling Words as you can.

Name _____

Name That!

Write the name of each picture. Then circle the
consonant cluster.

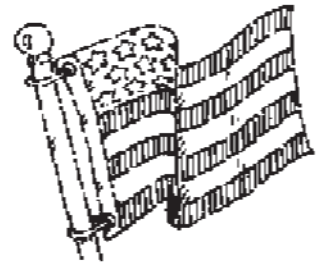
Example:



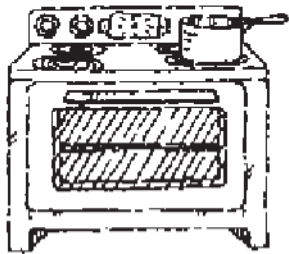
present



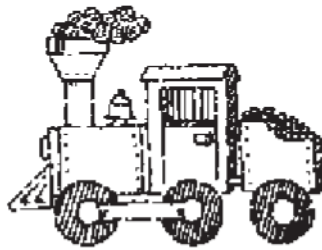
1. _____



2. _____



3. _____



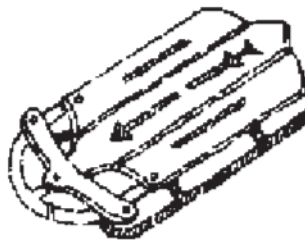
4. _____



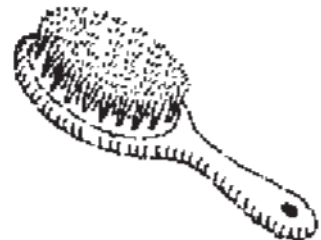
5. _____



6. _____



7. _____



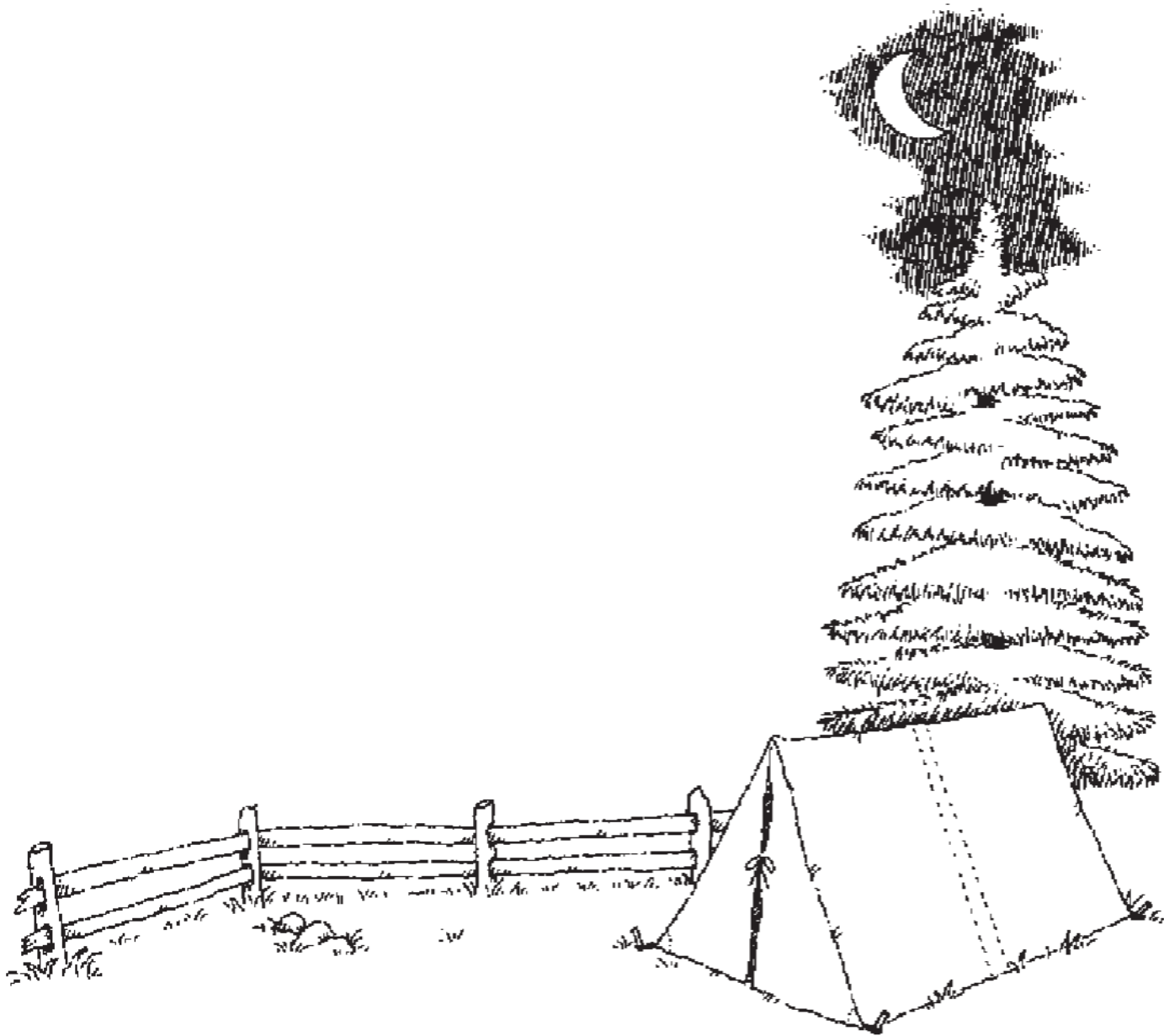
8. _____

Name _____

Camping Trip

R
m
w

T
e
a
w
th
a
th
Ju



N
in _____
beginning of *cup*.

Name _____

A Ranger's Day

Read what one park ranger did at work today.
Then answer the questions.

10:00 Collect seeds to plant later this week.

12:30 Eat lunch with the other rangers.

2:00 Check on the baby deer at the
petting zoo.

3:00 *Important: Take class to plant trees.

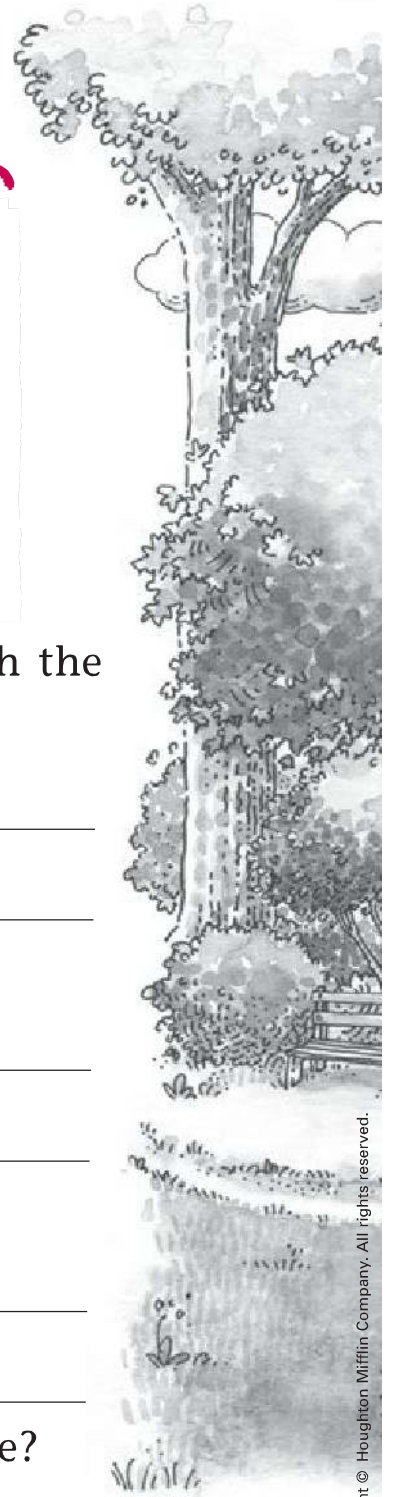
5:00 Go home after this busy day!

1. How did the park ranger stay in touch with the
other rangers?

2. What young animals did he check on?

3. When will the seeds be planted?

4. What kind of day did the park ranger have?



Name _____

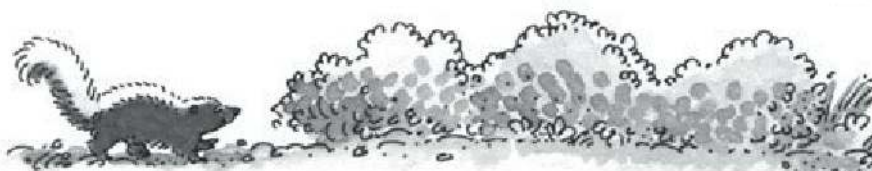
A Special Job

Use words from the box to finish the sentences. They will tell about a very special job.

Vocabulary

exploring habitat protect ranger tours urban

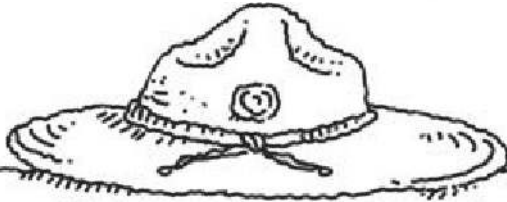
1. A park _____ has many jobs.
2. Some rangers work in _____ parks.
3. They lead people on _____ to see plants and animals.
4. Rangers must know many things about the _____ around them.
5. They must enjoy _____ the natural world.
6. It is their job to _____ the plants and animals.



Name _____

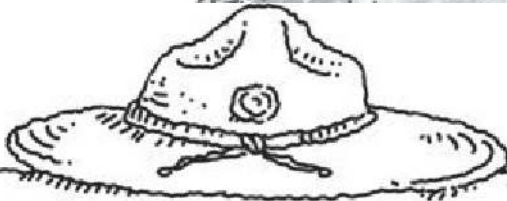
K-W-L Chart

Complete this chart.

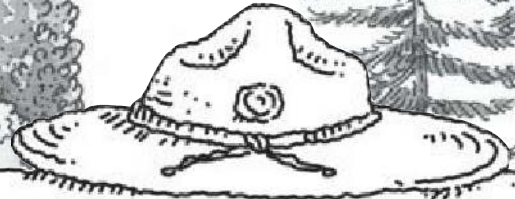


What I Know

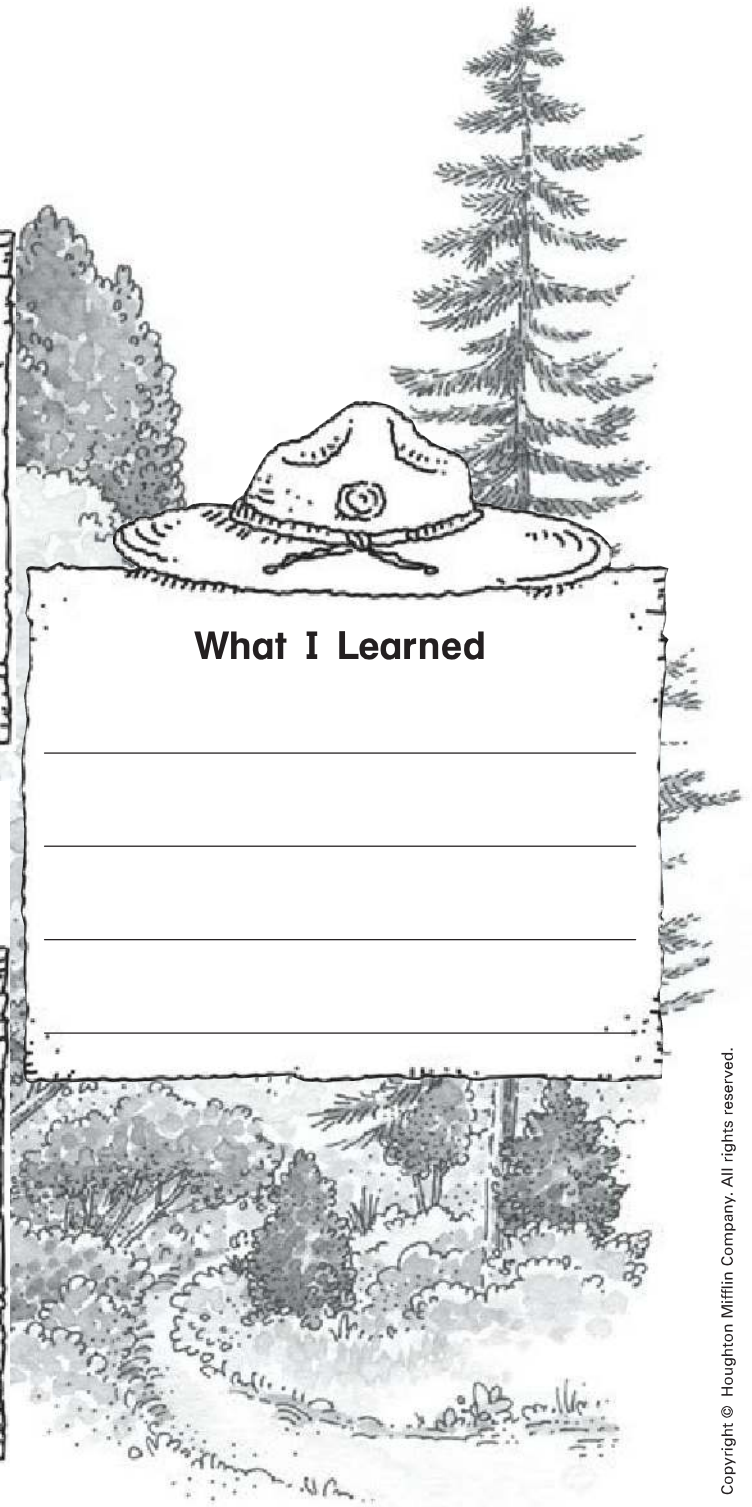
F Rangers take care of parks.



What I Want to Know



What I Learned



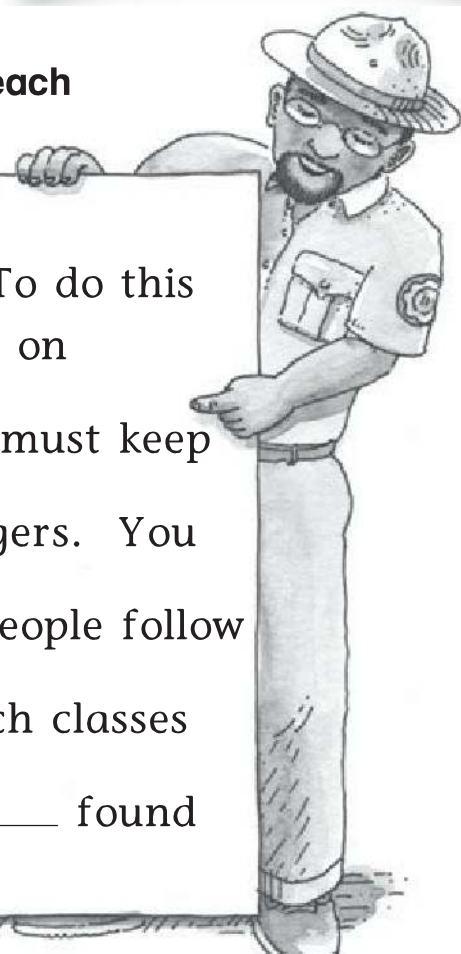
Name _____

Describe the Job

Read the want ad. Write a word to complete each sentence.

Park Ranger Needed!

Central Park needs a new ranger. To do this job well, you must be able to lead people on _____ of the park. You must keep in _____ with other rangers. You must _____ trees, help people follow the park _____, and teach classes about the plants and _____ found in the park.



What kind of person would make a good park ranger?

Finish this sentence.

A good park ranger is someone who

Name _____

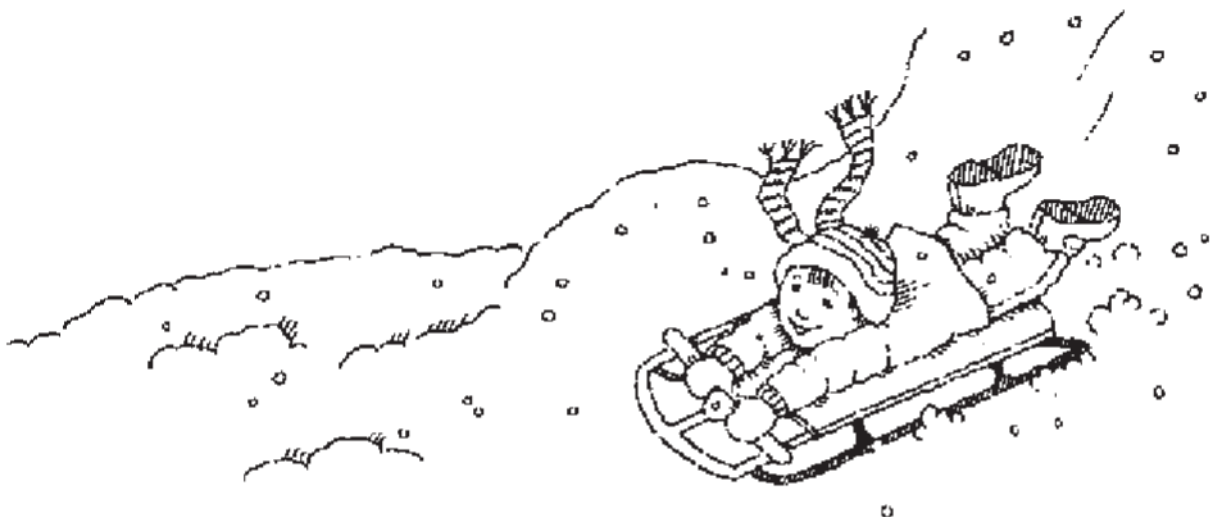
Fact and Opinion

Read the story. Answer the questions on page 97.

W
sk
In
ev

a
is
Yo
tv
ho
ar
m

qu
yo
pe
to



Name _____

Fact and Opinion (continued)

Think about what you read. Then write facts
or opinions from the story.

Write one fact about the building.

Write an opinion about hot chocolate.

Write one fact about the children sledding

Write an opinion about sledding.

Write one fact about woodpeckers.

Write one opinion about woodpeckers.

What do you like about the park in winter?

Write one fact and one opinion.

Fact:

Opinion:



Name _____

Vowel Fun

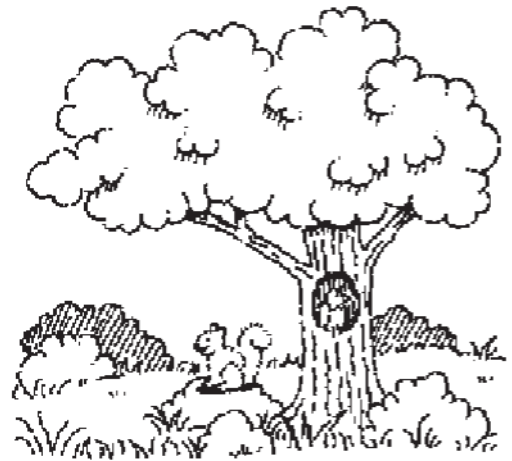
Draw a circle around each word that has a long vowel sound and that ends with silent e.

some home

holes poke these

hear huge love

went cute



Use the words you circled to finish these sentences.

1. The park is _____ to many animals.
2. Once I saw a _____ little frog.
3. Some birds live in _____ in the trees.
4. I passed a turtle that started to _____ its head out of its shell.
5. A horse was standing next to a _____ tree.
6. All _____ animals make the park a fun place.

Name _____

Consonant Clusters

A **consonant cluster** is two consonant letters whose sounds are blended together. Some consonant clusters are **tr**, **sw**, **st**, **cl**, **xt**, **br**, and **gl**.

Write the
consonant



Write the
consonant



Spelling Words

1. trip
2. swim
3. step
4. nest
5. club
6. stone
7. next
8. brave
9. glad
10. lost

Name _____

Spelling Spree

Combine letters from the two frogs to make the
Spelling Words that begin with two consonants.



Spelling Words

1. trip
2. swim
3. step
4. nest
5. club
6. stone
7. next
8. brave
9. glad
0. lost



8. _____ 10. _____

9. _____

Name _____

Proofreading and Writing

Proofreading Read the sentences below. Find three Spelling Words that are not spelled correctly. Draw a circle around the words. Then write each word correctly.

What to do on the class field trip:

1. Look for a nets.
2. Look under a ston for bugs.
3. Find the place where the fish smim.

1. _____

2. _____

3. _____



Writing What kinds of things does a bird do? Write two sentences about a bird. Use some of your Spelling Words in your sentences.

Spelling Words

1. trip
2. swim
3. step
4. nest
5. club
6. stone
7. next
8. brave
9. glad
10. lost



Name _____

Match the Opposites

Draw a line from each word on the left to a word on the right that has the opposite meaning.

1. sad

found

2. lost

finish

3. never

happy

4. thick

thin

5. below

always

6. start

above



Think of words that mean the opposite of each of the words below. Write those words on the lines.

7. front _____

9. dark _____

8. soft _____

10. asleep _____

Name _____

Find the Commands

A command

- ▶ is a sentence that tells someone what to do
- ▶ has an understood subject **you**
- ▶ begins with a capital letter and ends with a period

Read the sentences below. If a sentence is a command, write C on the line next to it.

- ____ 1. Who likes to go to the park?
- ____ 2. Dogs run in the park.
- ____ 3. Keep your dog on a leash.
- ____ 4. Don't throw balls near the pond.
- ____ 5. The park is always open.
- ____ 6. Don't pick the flowers.
- ____ 7. Some people like to run in the park.
- ____ 8. Keep your bike on the trail.
- ____ 9. When can we meet the park ranger?
- ____ 10. Use the trash cans.



Name _____

Command Some Fun

Read each sentence about the park. Then change it into a command.

1. I want you to have fun in the park.

2. You can meet the other park rangers at noon.

3. I think you should listen to the birds.

4. Everyone can take a picture of the deer.

5. You should stay on the trail.



Name _____

Use Good Manners

Read this note that a park ranger wrote.
Look for places to make it more polite.



We are going on a field trip to the pond.
Be ready for a big adventure. This trip will be
fun. Wear rubber boots or old shoes. Your
feet might get wet. Bring a sweater or jacket.
The air is cool in the fall. Don't bring any
more than you need. But bring a smile!

Write the note again. Add the word *please* in five places.
Use capital letters and end marks correctly.

Name _____

Focus Trait: Ideas

Finding the Main Idea

Read each group of sentences. Draw a line under the sentence that tells the main idea.

1. Turtles and frogs swim near the water's edge.

Dragonflies fly just above the water.

Many different animals live near the pond.

2. Some parks have playing fields for sports.

There are many kinds of parks.

Other parks are filled with beautiful gardens.

3. There are many things to do in a city park.

Visitors can go on bird-watching walks.

Visitors can see statues along the paths.

4. Visitors can learn how to protect the city's green spaces.

A city park is like a classroom.

Visitors can find out about plants and animals.

Name _____

Prewriting

Planning a Summary Paragraph

Prompt: Write a paragraph summarizing pages 166–173 of *Exploring Parks with Ranger Dockett*.

Title or Topic _____

Main Idea

Supporting Detail

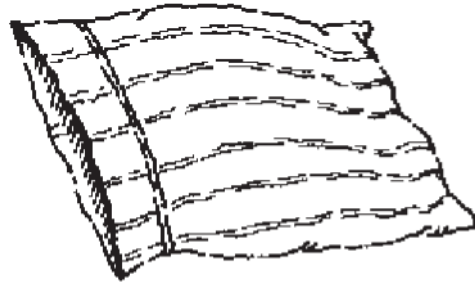
Supporting Detail

Supporting Detail

Name _____

A Funny Game

Answer each pair of clues using
the words from the boxes.



1. You rest your head on it. _____

Someone who flies a jet _____

pilot pillow

2. Play time at school _____

It flies up into the sky. _____

recess rocket

3. Very quick _____

You use it on a shirt. _____

button sudden

4. Twelve eggs _____

A bird with a red chest _____

robin dozen

5. Very quiet _____

A dark place _____

silent tunnel

Name _____

What a Great Day!

Read the story below. Use the words in the box to finish the story. You will use each word two times.

Word Bank

across

brother

great

stand

My _____ and I went to the pond. We walked _____ the bridge. I asked him to _____ next to a tall pine tree. I took his picture. My _____ looked small next to that _____ big tree. He could not _____ still for very long. When we looked _____ the pond, we saw our father. He was bringing us lunch. He gave us some _____ sandwiches. We had fun together at the pond.



Name _____

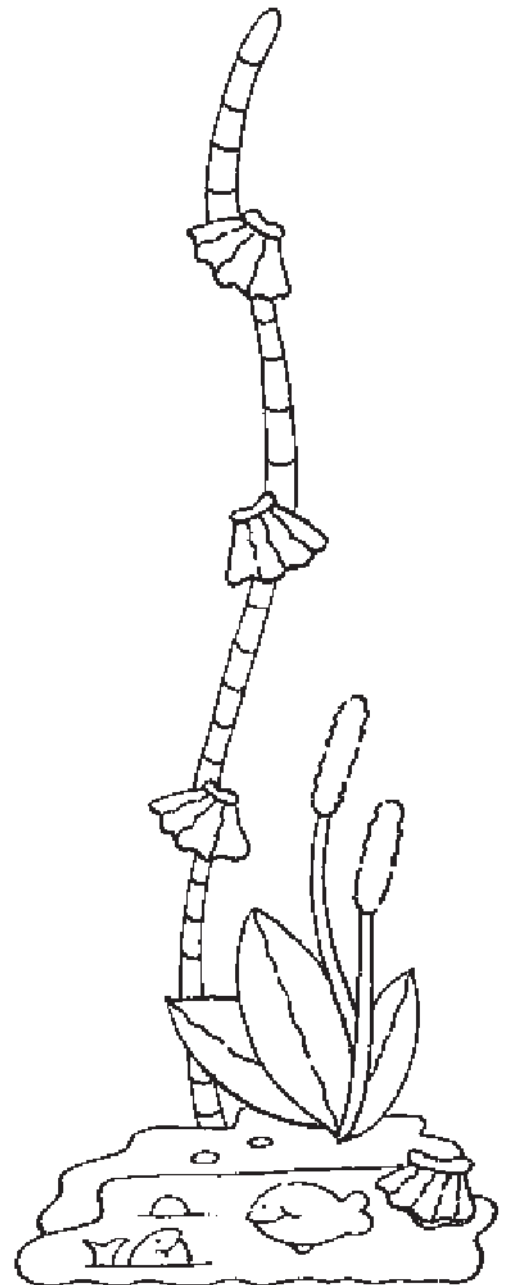
What's the Word?

Take a trip to the pond. Use words from the box to answer each question.

Word Bank

bank crater edge moss path

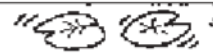
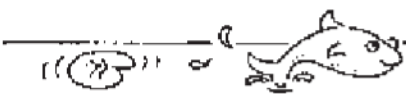
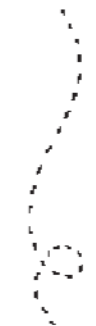
1. What do you follow to get to the pond? _____
2. What do you call the line where the pond begins or ends? _____
3. What might you see growing under the pond? _____
4. What must you climb down to get into the pond? _____
5. What is another name for a hole in the ground? _____
6. What word describes water that is very deep? _____



Name _____

Around the Pond Chart

As you read the story, complete the chart below by writing other categories of animals that Ca

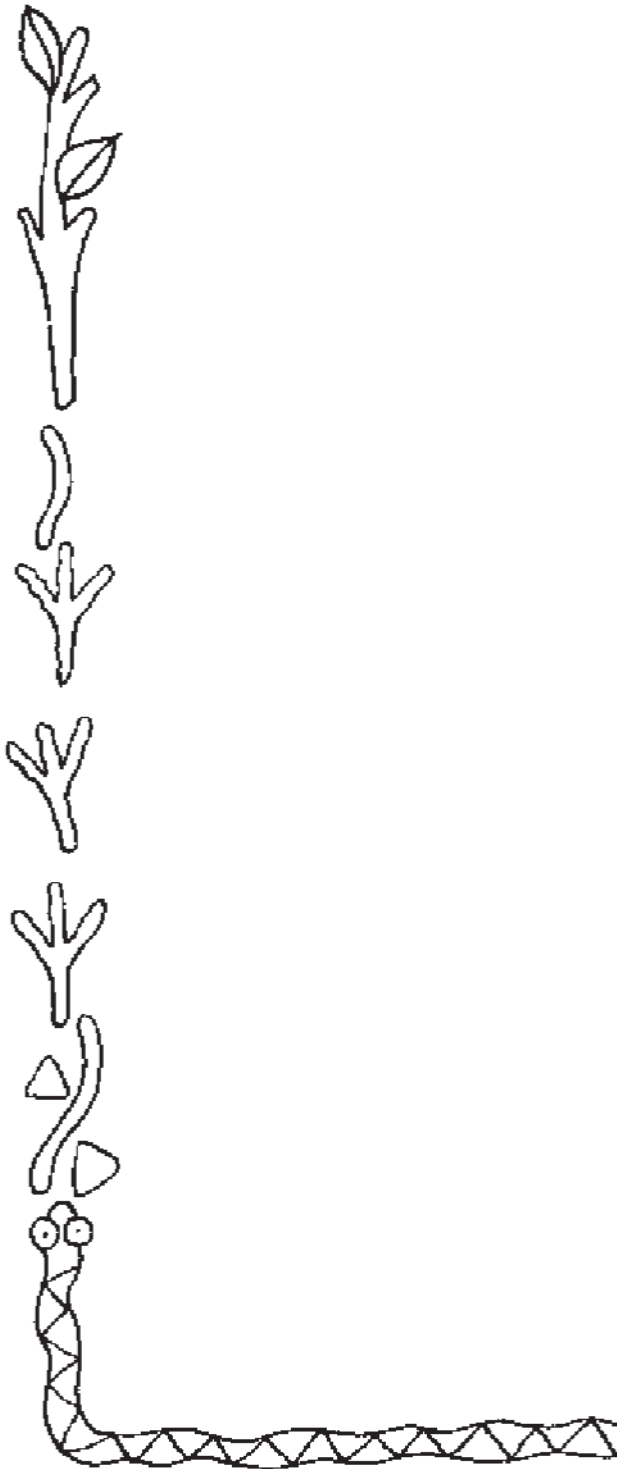


Name _____

Follow the Clues!

Finish the chart. Write either the clues or the names of the animals William found at the pond.

	Animals
_____ to bark	_____
_____	raccoon
_____	beaver
_____ om of water	_____
_____	garter snake
_____	great blue heron
_____ in mud	_____



Name _____

Categorize and Classify

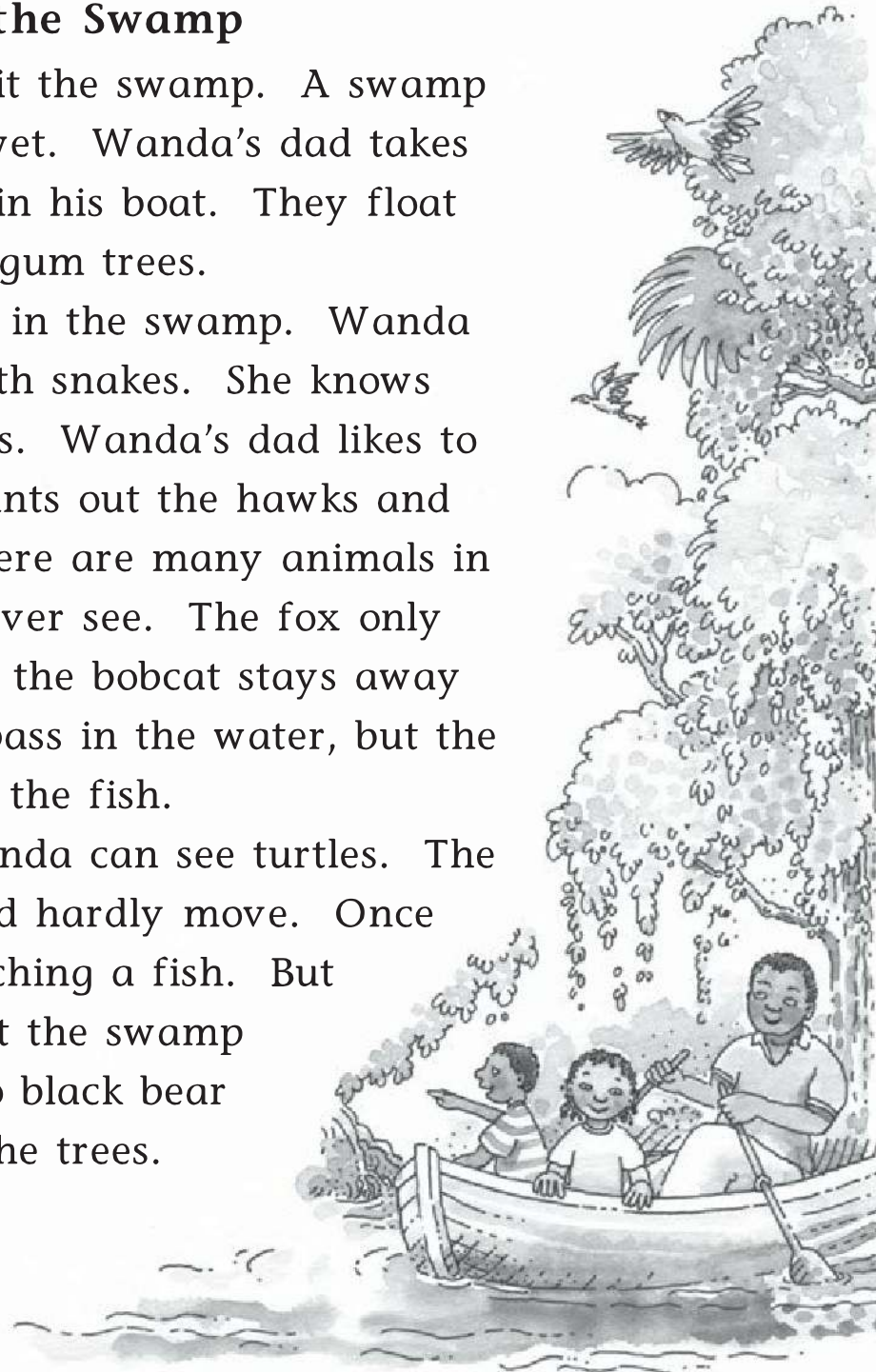
Read the story below. Complete the chart on page 114.

Around the Swamp

Wanda likes to visit the swamp. A swamp is a place that is very wet. Wanda's dad takes her around the swamp in his boat. They float under willow trees and gum trees.

Many animals live in the swamp. Wanda looks out for cottonmouth snakes. She knows they are very dangerous. Wanda's dad likes to watch for birds. He points out the hawks and vultures in the sky. There are many animals in the swamp that they never see. The fox only comes out at night, and the bobcat stays away from people. There is bass in the water, but the water is too dark to see the fish.

From the boat, Wanda can see turtles. The turtles lie in the sun and hardly move. Once they saw a raccoon catching a fish. But the most exciting day at the swamp was when they saw two black bear cubs running between the trees.



Name _____

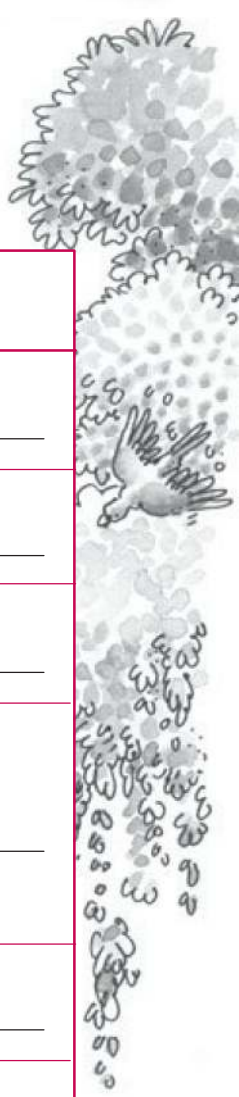
Categorize and Classify

(continued)

After you've read the story, complete the chart below.

At the bottom of the chart, make up your own category about the swamp. Write some examples.

Category	Examples
Trees	_____
Snake	_____
Birds	_____
An Animal That Comes out at Night	_____
Fish	_____
An Animal That Eats Fish	_____



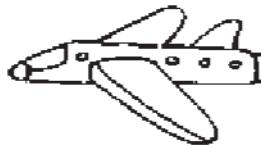
Name _____

Blend the Sounds

Word Bank

trip stop planting fly dry sniff

Write each word in the box under the picture whose name begins with the same sound. Then write two other words that begin with the same sound.



12. _____

15. _____

18. _____

Name _____

Double Consonants

In words like **bell**, **off**, and **dress**, the final consonant sound is spelled with two letters that are the same.

Write the Spelling Words that end with the same double consonant as *ball*.



1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Words

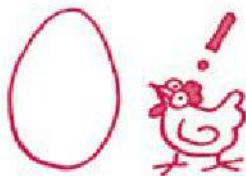
1. bell
2. off
3. all
4. mess
5. add
6. hill
7. well
8. egg
9. will
10. grass

Write the Spelling Words that end with the same double consonant as *dress*.



6. _____
7. _____

Write the three Spelling Words that remain.



8. _____
9. _____
10. _____

Name _____

Spelling Spree

Write the Spelling Word that answers each riddle.

You can hear me ring.
What am I?

You must clean me up.
What am I?

If you drop me, my shell will break.
What am I?

Climb up me. Roll back down.
What am I?

Water me to keep me green.
What am I?

Use a bucket to get my water.
What am I?

Spelling Words

1. bell
2. off
3. all
4. mess
5. add
6. hill



Name _____

Proofreading and Writing

Proofreading Circle four Spelling Words that are spelled wrong. Then write each word correctly.

Dear Grandma,

Today I walked to the pond with three friends. We all sang as we walked. We passed some workers. They were deciding on where to ad more paths to the pond. We had fun watching a group of baby birds fly uff. We also saw a tiny blue egg in a nest. Soon a bird wil hatch from it!

Love,
Maria

Spelling Words

1. bell
2. off
3. all
4. mess
5. add
6. hill
7. well
8. egg
9. will
10. grass

1. _____
2. _____
3. _____
4. _____



Write a Letter On a separate piece of paper, write a letter to someone in your family. Tell them what you would like to see or do at the pond. Use Spelling Words from the list.



Name _____

What Do You Mean?

Read the two meanings for each word. Then write a sentence for each meaning.

Example: **can**

A **can** is something that soup comes in.

The word **can** means to be able to do something.

I will open the can.

Mary can read hard books.

watch: A **watch** is a small clock worn on the w
To **watch** means to look at something.

1. _____

2. _____

tie: A **tie** is something men wear.

To **tie** means to fasten or close up something.

3. _____

4. _____

bark: **Bark** is what dogs do.

Bark is the covering on a tree.

5. _____

6. _____



Name _____

Excitement at the Pond

- ▶ A command is a sentence that tells someone to do something.
- ▶ An exclamation is a sentence that shows a strong feeling, such as surprise or excitement.

Read each sentence. Write C if it is a command. Write E if it is an exclamation.

- _____ 1. Ming: I see a muskrat!
- _____ 2. John: Let's take a picture of it!
- _____ 3. Ming: Be very quiet.
- _____ 4. John: Take a picture now.

Write each group of words as a command or an exclamation. Use a capital letter and the correct end mark.

5. don't get close to the pond

6. be careful where you step

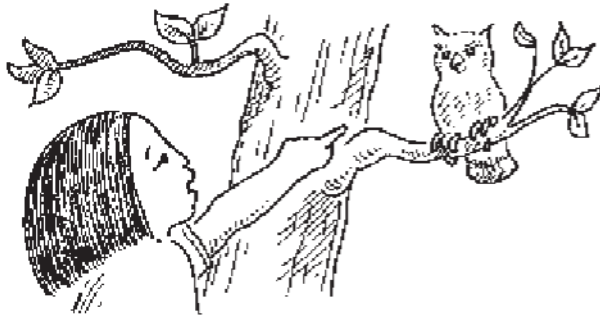
7. the water is cold



Name _____

Who's at the Pond?

Under each picture write what Jenny is saying. Each



3. _____

4. _____

Name _____

It's a Field Trip!

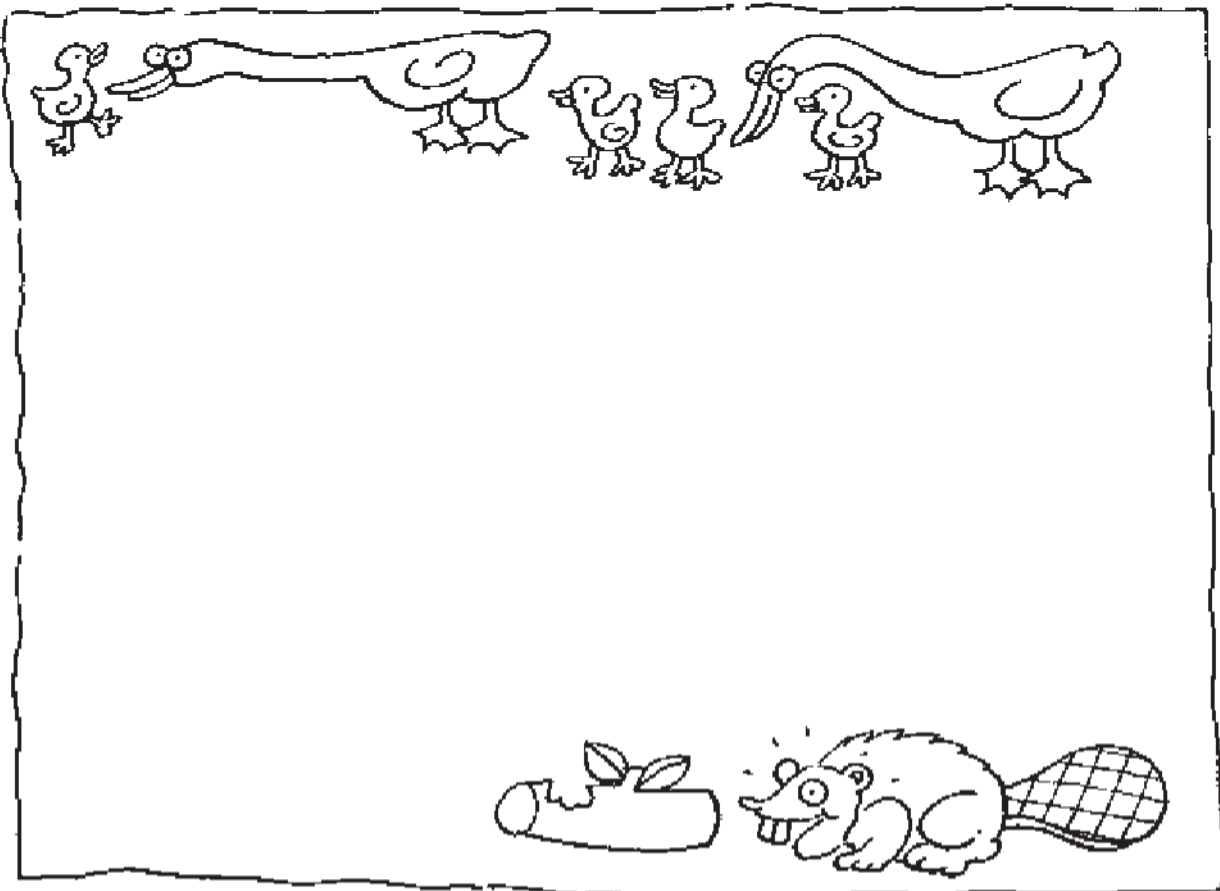
Read the announcement for the field trip to the pond.

Each sentence should be an exclamation or a command.

Check the capital letters and end marks for each sentence. Circle any mistakes.

We're going on a field trip. plan to be gone
all morning? bring a sweater! bring a snack?
We're ready to have a good time.

In the space below, write the announcement using
capital letters and end marks correctly



Name _____

Focus Trait: Ideas

Supporting the Main Idea

Read each main idea sentence and the detail sentences below it. Cross out the detail sentence that does not belong.

1. **Main idea:** *I am sleeping at my friend's house tonight.*

After dinner, we will watch a movie.

We will stay up late.

I forgot my homework today.

Maybe we will tell scary stories.

2. **Main idea:** *A big storm is coming this way.*

The wind is blowing things around.

My friends are at the swimming pool.

The sky is getting dark.

Cold rain has already started.

3. **Main idea:** *There are many kinds of dogs.*

Monkeys can be a lot of fun.

Some dogs help people who are blind.

Many dogs work on farms and ranches.

Dogs can just be pets, too.

Name _____

Prewriting

Planning a Paragraph

Prompt: Write a paragraph about something you did with a friend.

Title or Topic _____

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

Name _____

Filling in the Blank

Use what you have learned about taking tests to help you complete fill-in-the-blank sentences with the correct answer. This practice will help you when you take this kind of test.

Read the sentence. Fill in the circle next to the answer that best completes the sentence.

- 1 Henry's mother knew more about _____ than his father.

☐ singing	☐ camping
☐ bears	☐ waterfalls
- 2 Both Henry and Mudge _____.

☐ saw a fish jump out of a stream
☐ smelled a deer
☐ ate an oatmeal cookie
☐ loved to go camping
- 3 Everyone in Henry's family had a _____, even Mudge.

☐ cookie	☐ lantern
☐ backpack	☐ tent

Name _____

Filling in the Blank continued

- 4 Henry did not like it when his father _____.
- ☐ sang love songs
 - ☐ cooked camp food
 - ☐ set up the tent
 - ☐ built the campfire
- 5 At night, Henry and his parents looked at the _____ in the sky.
- ☐ rainbow
 - ☐ clouds
 - ☐ birds
 - ☐ stars
- 6 Inside the tent, Henry and Mudge _____ just like Henry's parents.
- ☐ got ready to hike
 - ☐ snuggled
 - ☐ giggled
 - ☐ sang love songs

Name _____

Spelling Review

Write Spelling Words from the list to answer the questions.

1–7. Which words have the long **a**, **e**, **o**, or **u** sound spelled vowel-consonant-e?

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

8–15. Which words have the consonant cluster **tr**, **sw**, **st**, **cl**, **br**, **gl**, or **xt**?

- | | |
|-----------|-----------|
| 8. _____ | 12. _____ |
| 9. _____ | 13. _____ |
| 10. _____ | 14. _____ |
| 11. _____ | 15. _____ |

16–22. Which words have double consonants?

- | | |
|-----------|-----------|
| 16. _____ | 20. _____ |
| 17. _____ | 21. _____ |
| 18. _____ | 22. _____ |
| 19. _____ | |

Spelling Words

1. lost
2. these
3. glad
4. grass
5. hope
6. cute
7. trip
8. swim
9. off
10. bone
11. egg
12. next
13. stone
14. mess
15. brave
16. use
17. add
18. club
19. all
20. hill

Name _____

Spelling Spree

Double Delights Write the Spelling Word that answers each question.

1. What can you hike up? _____
2. What grows in yards? _____
3. What does a chicken lay? _____
4. What is the opposite of **none**?

Riddles Write a Spelling Word to answer each riddle.

5. This is something a dog likes. What is this?

6. You do this in the water. What is this? _____
7. This is a group you join. What is this? _____
8. You can use this to build. What is this? _____
9. You can do this with numbers. What is this?

10. If you are happy, you feel this way. What is this?

Spelling Words

1. bone
2. hill
3. egg
4. swim
5. grass
6. all
7. stone
8. glad
9. club
10. add

Name _____

Proofreading and Writing

Proofreading Circle four Spelling Words that are wrong below. Then write each word correctly.

Dear Gran,

Yesterday I went on a tripp to the lake with Mom. We saw cyute fish!

I have to go clean my room now. It is a mes! I hoap you will write back soon.

Love,
Celia

Spelling Words

1. brave
2. lost
3. cute
4. use
5. next
6. mess
7. off
8. these
9. hope
10. trip

1. _____
2. _____
3. _____
4. _____

Word for Word Write the Spelling Word that means the opposite of each word or words.

5. scared _____
6. found _____
7. waste _____
8. before _____
9. on _____
10. those _____



Write a Story Write a story about a family on a nature walk. Write on another sheet of paper. Use the Spelling Review Words.



Name _____

Comparing Fables

Use the chart below to compare the five fables.

	Characters	Main Event	Moral, or Lesson
The Hare and the Tortoise			
The Crow and the Pitcher			
The Grasshopper and the Ants			
Belling the Cat			
The Fly on the Wagon			

Tell which fable was your favorite and why you liked it.

My favorite fable is _____.

I like it because _____

_____.

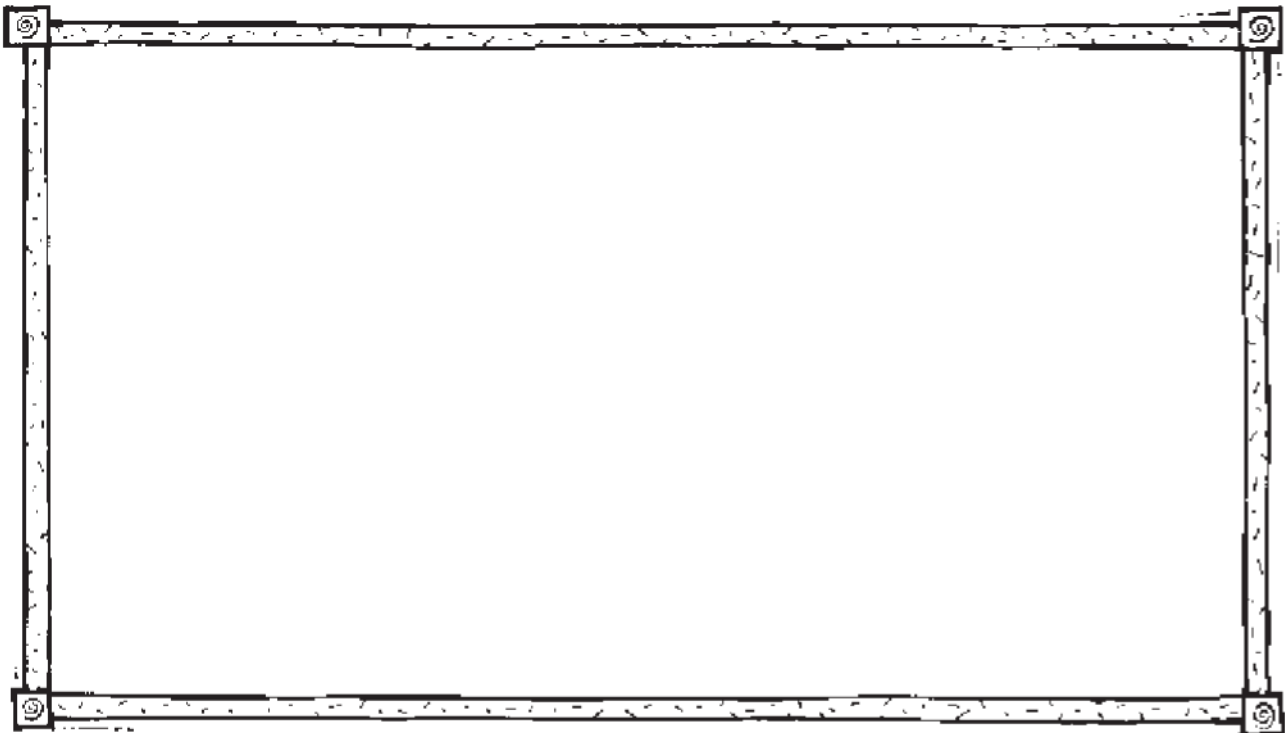


Name _____

A Fable Character

An animal in a fable learns this lesson: *You do not make friends by being greedy.* How do you think the animal acts at the beginning of the fable? What does it think and say? Write some sentences about the animal who learns that lesson.

Now draw a picture of the animal.



Name _____

My Community

Describe your neighborhood or community. What does it look like? What do people like to do there? What do you like best about your neighborhood or community?

Describe a place in your neighborhood or community that is important to you.

Name _____

Around Town: Neighborhood and Community

Fill in the chart as you read the stories.



	What neighborhood or community places appear in this theme?	Who are some of the community helpers in this theme?
Chinatown		
A Trip to the Firehouse		
Big Bushy Mustache		
Jamaica Louise James		

Name _____

Which Word?

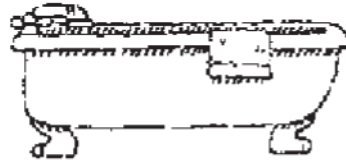
Circle the word that names or describes each picture.

Then use the circled word in a sentence.

1. watch wash



2. lunch bathtub



3. chain path



4. whispering toothbrush



5. gather shopper

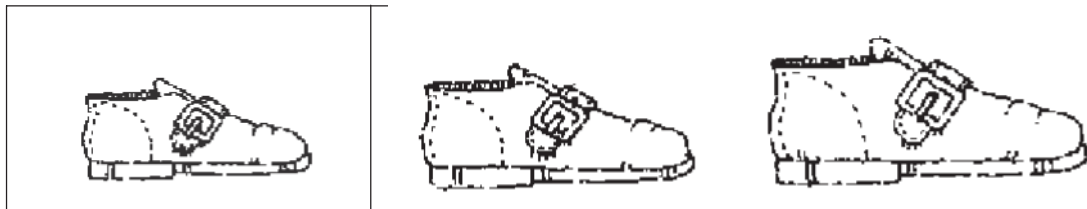


Name _____

Big, Bigger, or Biggest?

The word under the picture is a base word. On the line under the middle box, add *-er* to the base word. On the line under the last box, add *-est* to the base word. Then draw pictures in the boxes to show the differences in size.

Example:



large

larger

largest

1.



2.



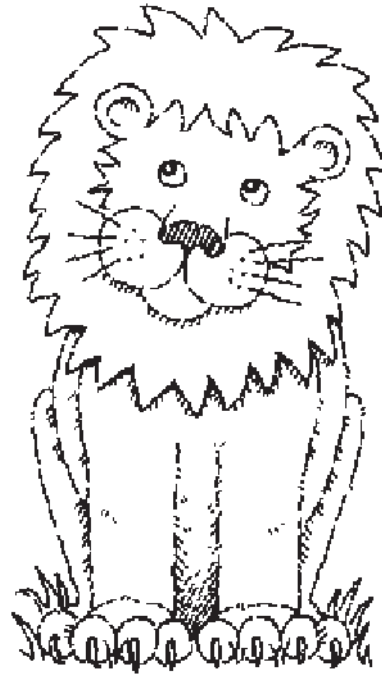
long

Name _____

Matching and Sorting Words

Draw a line from each word to its meaning.

- | | |
|-----------|---------------------------|
| 1. during | the season after fall |
| 2. heard | throughout a certain time |
| 3. lion | a large wild cat |
| 4. winter | took in sounds with |



Word Bank

during

heard

lion

Think how the words in each group are alike
choose one word from the box to add to each
of words below.

5. seen, smelled, _____

6. before, after, _____

7. summer, spring, _____

8. tiger, panther, _____

Use two of the words from the box in sentences.

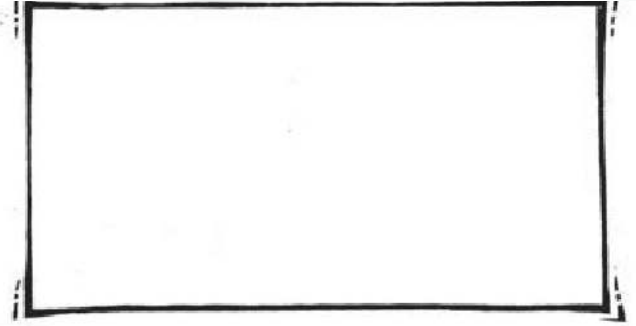
9. _____

10. _____

Name _____

Words to Draw

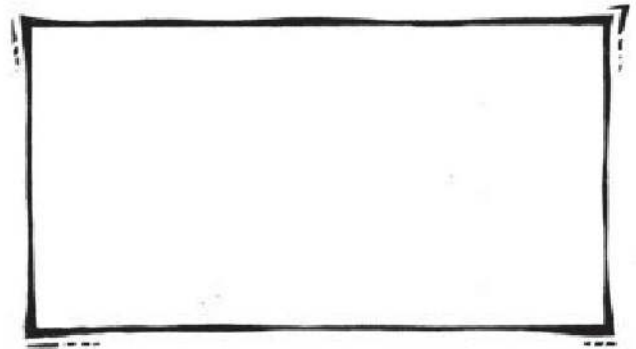
Draw a picture of someone making a delivery at an apartment. Then use each vocabulary word, *delivery* and *apartment*, in a sentence.



1. _____

2. _____

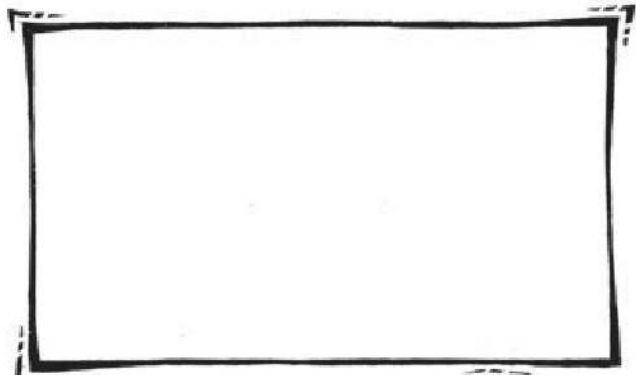
Draw a picture of people using handcarts at a market. Then use each vocabulary word, *handcarts* and *market*, in a sentence.



3. _____

4. _____

Draw a picture of a celebration. Then use the vocabulary word *celebration* in a sentence.



5. _____

Name _____

What I Like Chart

As you read the story, choose pages that show things you like to see in Chinatown. Write the page number and a sentence next to it.

What I Like to See in Chinatown

page _____	
page _____	
page _____	
page _____	
page _____	
page _____	
page _____	
page _____	

Name _____

Retelling the Story

Finish each sentence about Chinatown

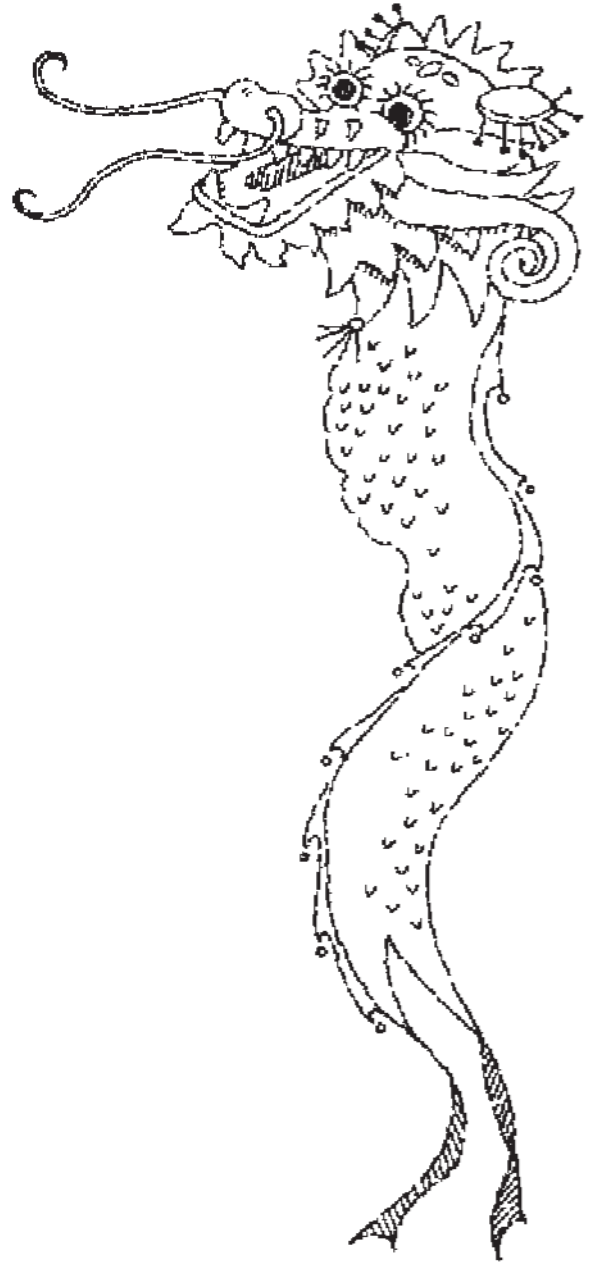
1. The person telling this story is _____

2. Tai chi is _____

3. The grandmother makes special food because _____

4. The boy can barely move in the market because _____

5. The boy in the story will march _____ next year because _____



Name _____

Making Judgments

Read the story below.

Cowhands

Hank and Charlie are cowhands on a small cattle ranch. Their job is to herd the cows to town to be sold. This means that they must keep the cattle moving in the right direction. They do this by riding their horses beside the herd.

It is a long, dusty ride on the trails to town. Sometimes the dust is very thick. Hank and Charlie wear scarves called bandannas over their noses and mouths to keep the dust out. No matter how dusty it gets, Hank and Charlie must keep track of every cow.

When the sun goes down, Hank and Charlie find a place to camp. The cattle rest for the night. Hank and Charlie cook their dinner over a campfire. A delicious smell fills the air. The two cowhands are tired after a day of hard work. They spread out their sleeping bags and lie down under the stars. The camp is quiet. After a while Hank and Charlie hear a coyote howling in the distance. They both fall asleep as the coyote sings its song.



Name _____

Making Judgments continued

After you have read the story “Cowhands complete the chart below.



I Would / Would Not Like Chart

Things the Characters Do	I Would/Would Not Like This	Reasons Why I Feel This Way
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
_____	_____	_____

Name _____

Double the Fun

Use the double consonants in the box to finish each word.

Then write the word on the line.

ck

ff

ll

ss



duck



cutt



ball



dress

1. sme _____

2. po _____ et _____

3. gra _____

4. waterfa _____

5. sna _____

6. ski _____

7. gla _____

8. sni _____ ing _____

9. cla _____

10. cli _____

Name _____

Two Letters—One Sound

Each Spelling Word is spelled with **th**, **wh**, **sh**, or **ch**. Each pair of letters stand for one sound.

- ▶ the **th** sound → **that**, mother, smooth
- ▶ the **wh** sound → **why**, somewhat
- ▶ the **sh** sound → **she**, friendship, wish
- ▶ the **ch** sound → **child**, searching, rich

Write each Spelling Word under the word with the same sound. The sound may be at the beginning, middle, or end of the word.

Spelling Words

1. when
2. sheep
3. both
4. then
5. chase
6. teeth
7. teach
8. dish
9. which
10. than
11. wash
12. catch*

wh



ai



ship



thun



Name _____

Spelling Spree

Word Fun Think how the words in each group are alike. Write the missing Spelling Words.

1. goats, horses, _____
2. rinse, scrub, _____
3. glass, fork, _____
4. lips, tongue, _____
5. throw, bounce, _____
6. learn, school, _____

Spelling Words

1. when
2. sheep
3. both
4. then
5. chase
6. teeth
7. teach
8. dish
9. which
10. than
11. wash
12. catch*



Write the two Spelling Words that rhyme with each other.

7. _____
8. _____

Name _____

Proofreading and Writing

Proofreading Read the sentences below. Find and circle four Spelling Words that have spelling mistakes. Write them correctly.

1. Buth Grandma and I love to go to
Chinatown.
2. We have a hard time deciding wich
seafood restaurant we like best.
3. It is fun to watch the fish in the fish
tank chace each other.
4. There is no fish fresher thun the fish
in Chinatown.

Spelling Words

1. when
2. sheep
3. both
4. then
5. chase
6. teeth
7. teach
8. dish
9. which
10. than
11. wash
12. catch*



Writing Sentences On a separate sheet of paper, write four sentences that tell about a place you like to visit. Use Spelling Words from the list.

Name _____

Knowing Your ABC's

Read the words in each box. Write the five words in ABC order.

Word Bank

most morning move mother month

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Word Bank

restaurant read remember report rent

- | | |
|----------|-----------|
| 6. _____ | 9. _____ |
| 7. _____ | 10. _____ |
| 8. _____ | |



Name _____

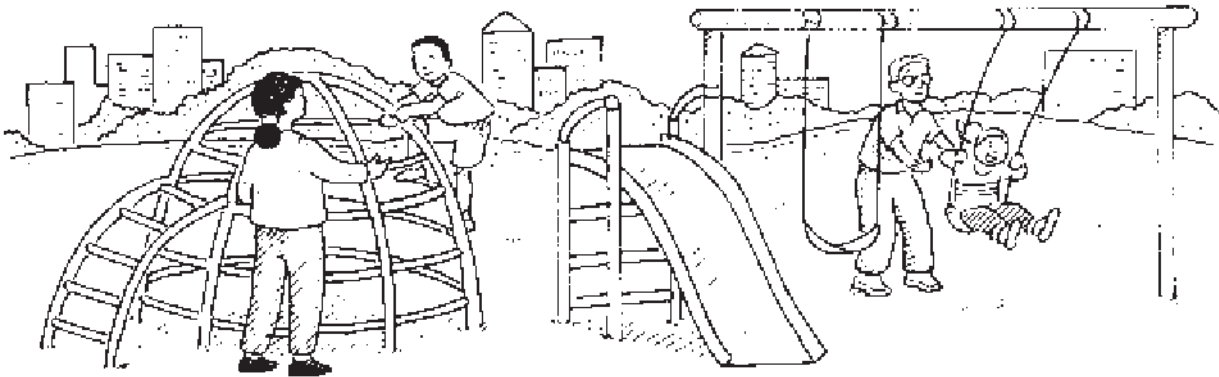
Who? What? Where?

All of the words in the box are naming words, or nouns. Nouns name people, places, and things.

Complete the chart below. Write words from the box to show which nouns name people, places, and things.

Word Bank

slide	city	boy	park	man
playground	swings	woman	monkey bars	girl



people

places

things

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____ |
| 2. _____ | 6. _____ | 9. _____ |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ | | |

Name _____

Spotlight on Naming Words

Naming words are called nouns. Nouns name people, places, and things.

Read each sentence. Underline the nouns that name people. Circle the nouns that name things around the nouns that name places.

1. The baby is in the swing.



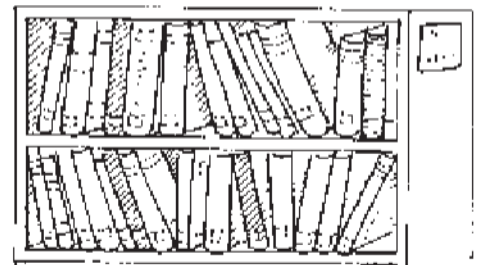
2. The pencil and paper belong to the student.



3. The family is at the beach.



4. The books are on the shelves in the library.



Name _____

Revising a News Story

Read the newspaper story. When possible, combine two sentences into one to make the story sound better.

Chinese New Year

Chinatown — Today was the Chinese New Year. People who live in Chinatown celebrated. Visitors celebrated. Adults crowded the streets. Children crowded the streets. Boys from the kung fu school marched down the streets. Girls from the kung fu school marched down the streets. The dragon parade was exciting to watch. The lion dance was exciting to watch. The dragon costumes were beautiful. The lion costume was beautiful. Everyone had a good time.



Name _____

Focus Trait: Voice

Showing Feelings

Rewrite each sentence to show a stronger opinion.

Sentence	Sentence showing a stronger opinion
1. Grandma likes to eat duck.	
2. This book is pretty good.	
3. My street is a nice place to live.	
4. I don't like bugs.	

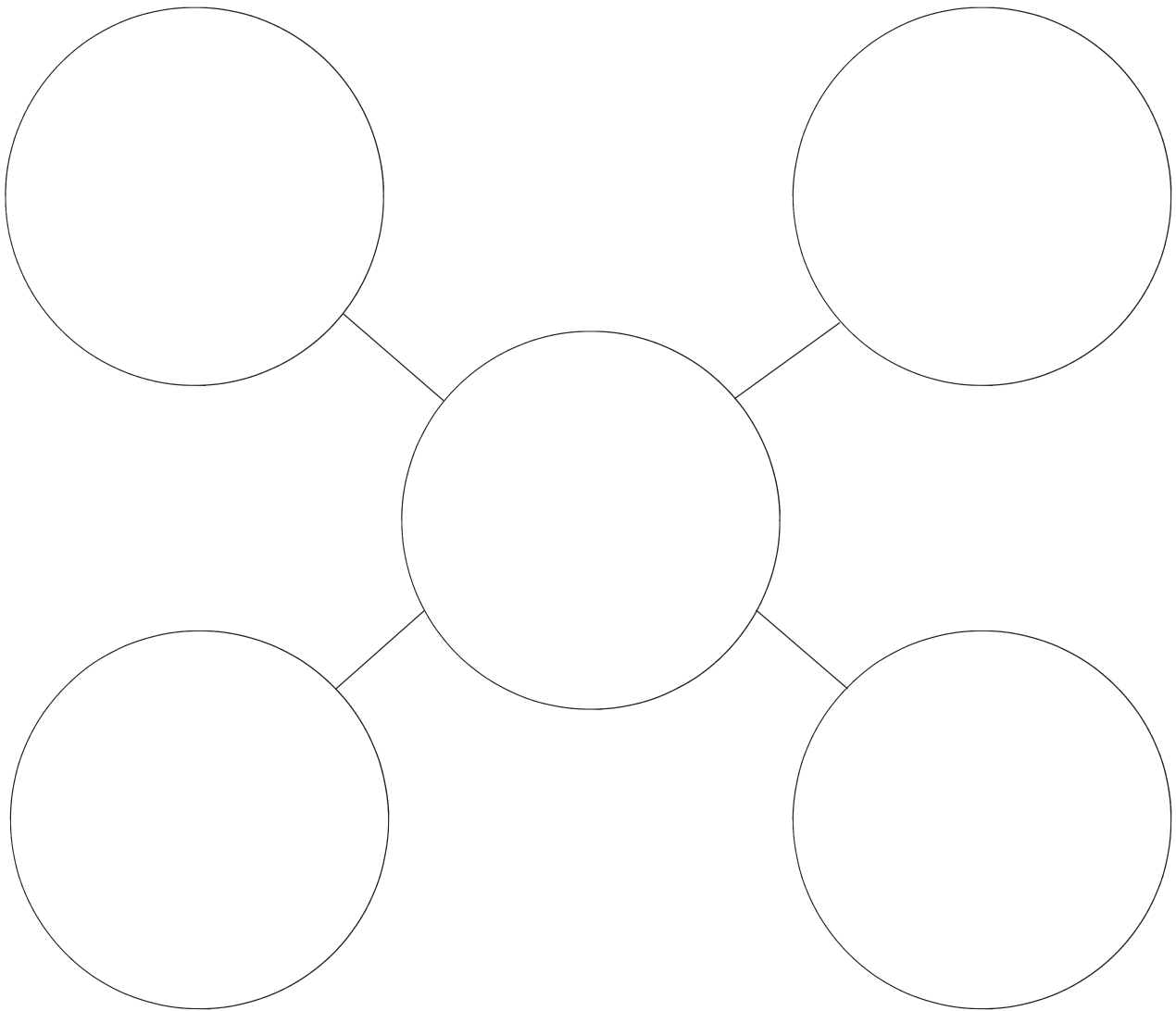
Name _____

Prewriting

Planning an Opinion Paragraph

Prompt: Write a paragraph giving your opinion about a holiday you like.

Holiday _____



Name _____

Revising Your Friendly Letter



Superstar

- ☐ I included the five parts of a friendly letter.
- ☐ date ☐ body ☐ my name
- ☐ greeting ☐ closing
- ☐ My topic is interesting to the reader.
- ☐ I used details in an interesting way.
- ☐ My letter shows something about me.
- ☐ I used different kinds of sentences.

Rising Star

- ☐ I included these parts of a friendly letter.
- ☐ date ☐ body ☐ my name
- ☐ greeting ☐ closing
- ☐ I could add some details to tell more.
- ☐ My sentences are too much the same.

Name _____

Different Kinds of Sentences

Read each sentence. Then write each sentence with the correct end mark.

1. I am very happy



2. Did you find my puppy



3. We went for a walk



4. This is a big surprise



Write a telling sentence about a dog.

Name _____

Spelling Words

These Spelling Words are words that you use in your writing. Look carefully at how they are spelled. Write the missing letters in the Spelling Words below. Use the words in the box.

1. n____m____

7. wh____t

2. o____

8. t____

3. t____e

9. d____

4. w____t____

10. l____tt____

5. m____s____f

11. t____

6. w____nt

12. b____n

Spelling Words

1. of

2. do

3. to

4. what

5. write

6. myself

7. name

8. time

9. went

10. been

11. too

12. little

Write the Spelling Words below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

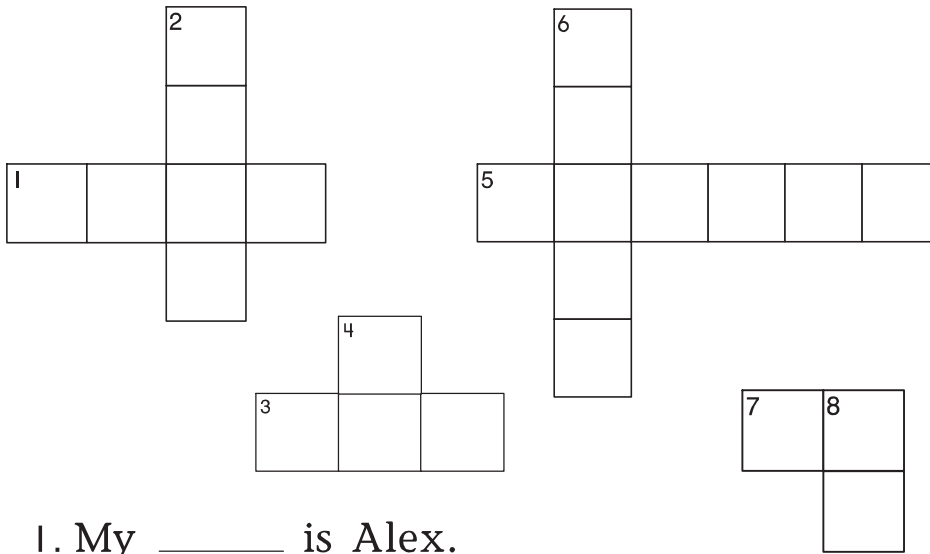


Name _____

Spelling Spree

Choose a Spelling Word to complete each sentence.

Write the words in the puzzles.



Spelling Words

1. of
2. do
3. to
4. what
5. write
6. myself
7. name
8. time
9. went
10. been
11. too
12. little

1. My _____ is Alex.
2. It is _____ for school.
3. My brother wants to go _____.
4. What will he _____?
5. He is too _____.
6. I will _____ a note.
7. I will ask if he can come _____ school.
8. He can come at the end _____ the day.

Write the Spelling Word that is made up of two shorter words.

9. _____

Write the Spelling Word that can ask a question.

10. _____

Name _____

Proofreading and Writing

Proofreading Find and circle misspelled Spelling

Spelling Words

1. of
2. do
3. to
4. what
5. write
6. myself
7. name
8. time
9. went
10. been
11. too
12. little



1. _____
2. _____
3. _____
4. _____
5. _____



Write and Draw a Community Poster On construction paper, write the name of a community helper. Then write sentences that tell how that person helps. Use as many Spelling Words as you can.

Name _____

Train Play

Write the word that goes with each sentence.

Word Bank

train

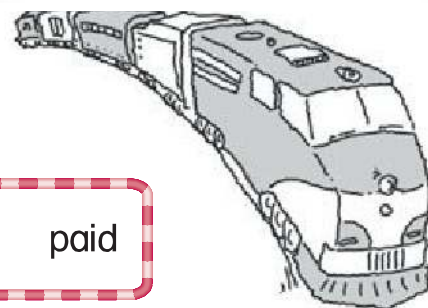
waited

spray

stay

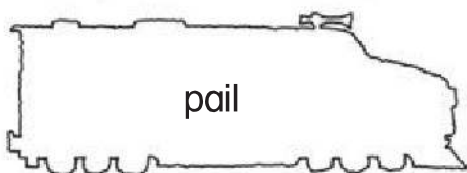
day

paid



1. Our class went to visit a fire station one _____.
2. We had to ride a _____ to get there.
3. The teacher _____ for our tickets.
4. We _____ for the train for ten minutes.
5. We had to _____ together when we walked.
6. We helped the firefighters _____ water on the trucks to wash them.

Now write each word under the train that has the same vowel pair.



Name _____

Compound Word Find

Underline the compound words in the letter. Then add three sentences. Use words in the box to make compound words. Use those words in your sentences.

Word Bank

day flash body light some every

Dear Grandmother,

Our new neighbor is a firefighter. Her name is Ms. Sanchez.

She let me visit the fire station yesterday. I took my notebook so I could take lots of notes. Ms. Sanchez showed me the water truck, the ambulance, and the ladder truck. They were parked in the firehouse driveway.



Name _____

Word Clues

Write a word from the box to complete the sentence.

Word Bank

clothes

guess

order

Find out what job Cal wants to do when he grows up. Read the clues to find out. Write the answer on the last line.



1. He wants to help people.
 2. He will wear _____ that keep him safe from a fire. He will wear a big helmet, rubber boots, and a heavy coat.
 3. He will drive a big truck.
 4. He will help keep the buttons, knobs, and water hoses on his truck in working _____.
- Can you _____ what job Cal wants to do? _____

Name _____

Firefighter Words

Write a word or words from the box to tell each sentence describes.

Vocabulary

chief

gear

emerge

firefighters

dispatch

fire eng

1. I am a truck with a siren and light

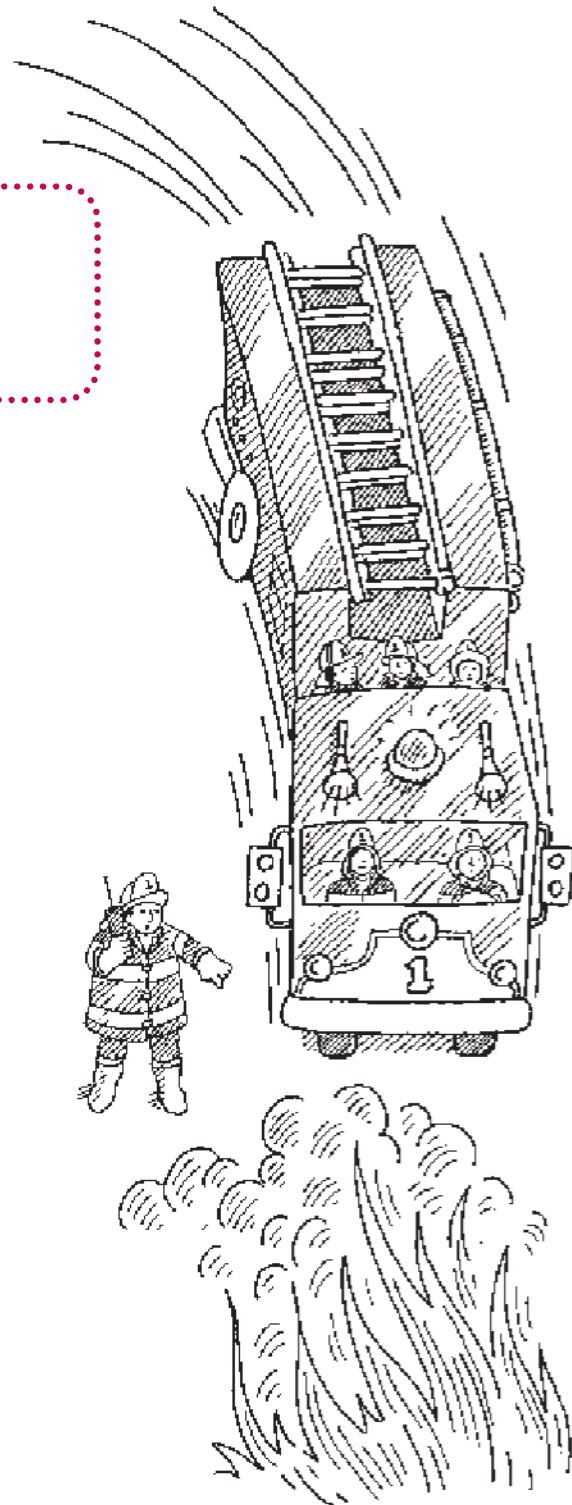
2. I tell the people what to do. _____

3. Air tanks and an ax can be very
helpful. _____

4. We race to the fire and put it out.

5. Fires are burning and people need

6. When a message arrives, help is so
the way. _____



Name _____

Firehouse Chart

Complete the chart below as you read the story.

FIRE DEPARTMENT

Detail _____

Name _____

A Firefighter Is Talking



Name _____

What's the Idea?

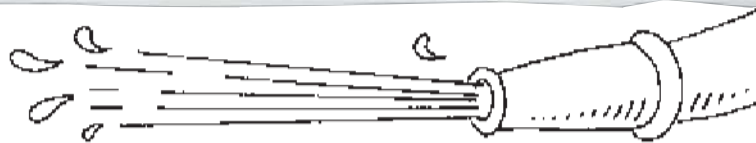
Read the newspaper story.

House Catches Fire

There was a fire in the kitchen of the Reese family home Thursday morning. The house is at 4301 Oak Line Drive. Two neighbors saw thick smoke coming through a window. One neighbor ran to her house to call 911. She told the emergency operator where the fire was. Another neighbor ran to the Reese house. She helped everyone in the family get out of the house safely.

The emergency operator called the fire station. A water truck and a fire engine were dispatched. The firefighters got to the Reese house within ten minutes. The firefighters hooked long hoses up to the water truck. They aimed the water at the fire. Soon, the fire was out. Everyone was safe because of the neighbors and the work of the firefighters.

The Reese family was happy that no one was hurt. The Reese family thanked the firefighters. They also thanked their neighbors.



Name _____

What's the Idea? continued

Use the newspaper story about the fire at the Reese home to complete the chart below.



Topic: _____

Main Idea: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Detail 4: _____

Name _____

Consonant Choice

Write the word that completes each sentence.

1. Clang! Clang! The fire engine

_____ down the street.

showed rushed

2. The firefighters wanted to

_____ the fire in a hurry.

reach chain

3. The fire engine stopped at a plant

_____.

ship shop

4. There was a fire burning in a

_____.

wheelbarrow whale

5. Many people stopped to _____
the firefighters work.

watch check

6. _____ quickly pulled out
the water hoses.

Those They

7. The firefighters sprayed water

_____.

when everywhere

8. The store owner _____ the
firefighters before they left.

thought thanked

Name _____

ai or ay?

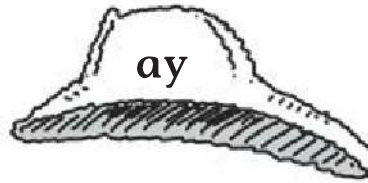
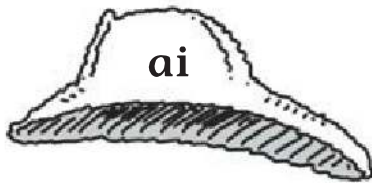
Most of the words have the long a sound spelled **ay** or **ai**.

the long a sound —→ **way, train**

► The word **they** is special. The vowels **ey** spell the long a sound in **they**.

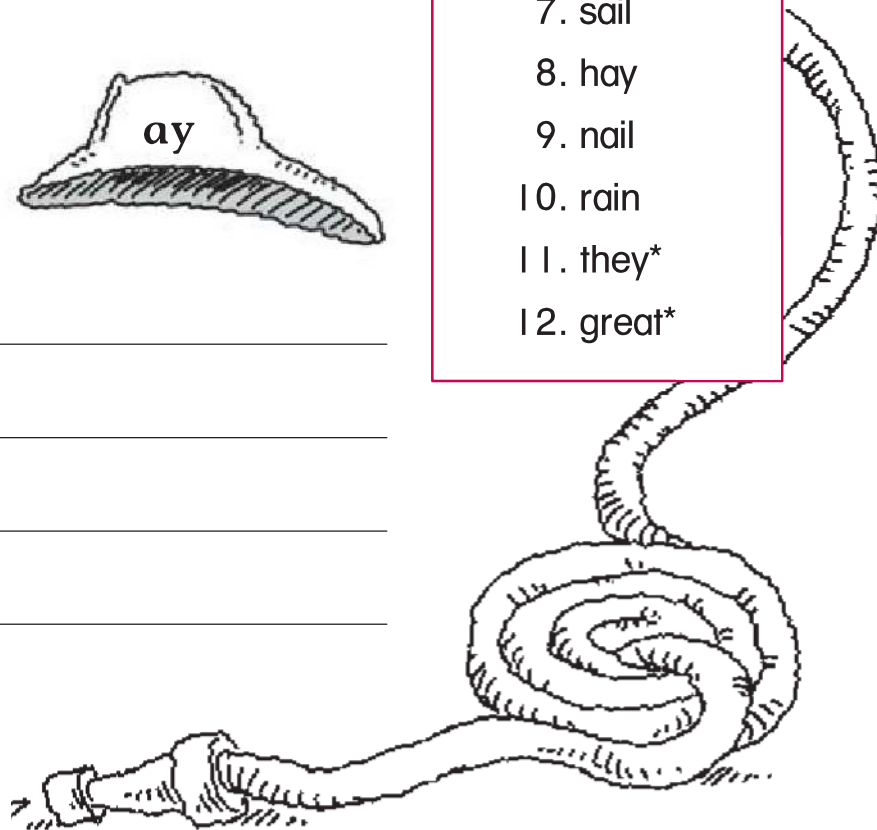
► The word **great** is special. The vowels **ea** spell the long a sound in **great**.

Write each Spelling Word under the hat with the matching letters.



Spelling Words

1. train
2. way
3. mail
4. play
5. trail
6. pay
7. sail
8. hay
9. nail
10. rain
11. they*
12. great*

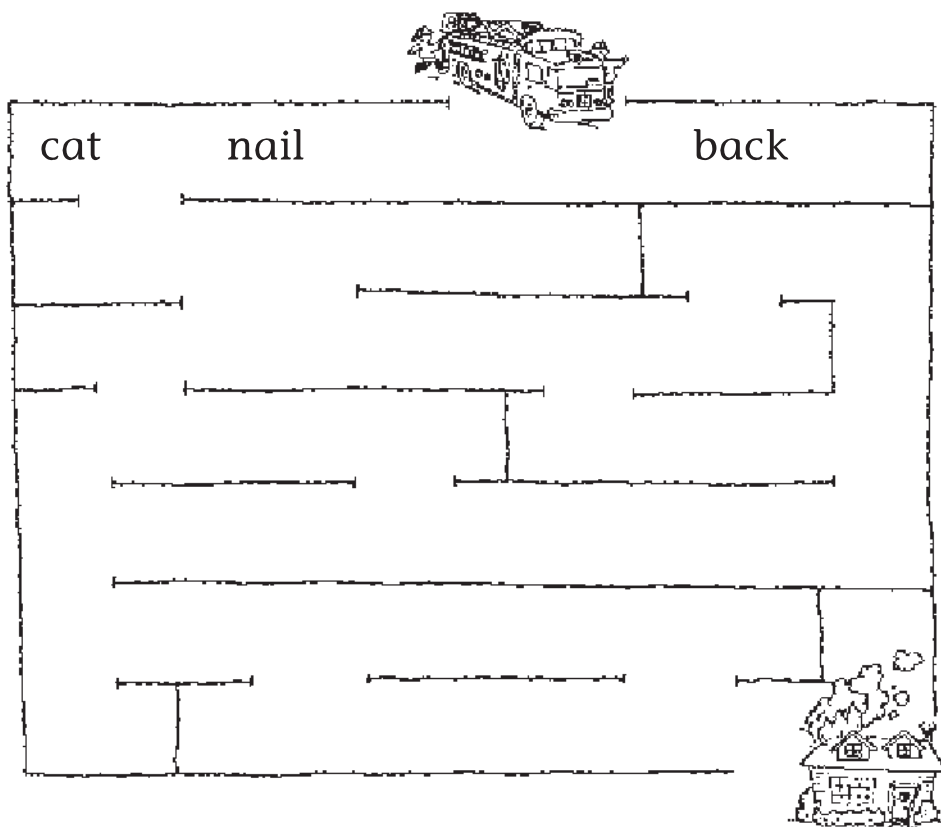


Write the special words that have a star next to them.

Name _____

Spelling Spree

Maze Play Connect the words with the long a sound to help the fire truck get to the fire.



Spelling Words

1. train
2. way
3. mail
4. play
5. trail
6. pay
7. sail
8. hay
9. nail
10. rain
11. they*
12. great*

spelling.

ai

ay

- | | |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | |
| 5. _____ | |

Name _____

Proofreading and Writing

Proofreading Circle the four Spelling Words that are wrong in this letter. Then write each word correctly.

Dear Chief Rogers, January 23, 2001

We had a grate time at the fire station! It was fun to pla with Spot, the firehouse dog. Everyone liked washing the fire truck too. The way the water came out of the hose looked like ran. I liked watching the firefighters get ready to go fight a fire. Thay dressed really fast. May I come visit another day?

Sincerely,
Tony

Spelling Words

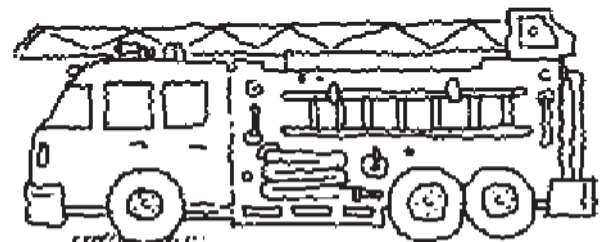
1. train
2. way
3. mail
4. play
5. trail
6. pay
7. sail
8. hay
9. nail
10. rain
11. they*
12. great*

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Write What You Want to See

What would you like to see if you could visit a firehouse? Write it on a separate sheet of paper. Use Spelling Words from the list.



Name _____

Dictionary Word Match

Read the word list. Write each word under the place where you would find it in the dictionary. Would the word be found in the beginning, middle, or end?

Word Bank

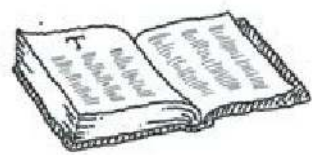
ladder
valve
hose
bell
siren
tire
window
helmet
light
door



Beginning
A–K



Middle
L–S



End
T–Z

Name _____

Names of Nouns

- ▶ A special noun is a word that names a certain, or special, person, place, or thing.
- ▶ A special noun always begins with a capital letter.

Read each noun below. Write a special noun for it. Choose special nouns from the box.

1. park _____
2. woman _____
3. bridge _____
4. dog _____
5. state _____
6. river _____
7. city _____
8. man _____

Word Bank

Red River
Mrs. Carlos
Texas
Spot
Bay City
Playland Park
Golden Gate
Bridge
Mr. R. Davis



Write two sentences about a place you like to visit. Use a special noun in each sentence.

Name _____

Name Those Facts

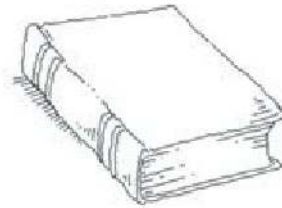
- ▶ A special noun is a word that names a certain, or special, person, place, or thing.
- ▶ A special noun always begins with a capital letter.



special person



special place



special thing

Complete each sentence with a special noun that tells about you.



1. My name is _____.



2. My street address is _____.



3. The name of my teacher is _____.



4. My favorite place to eat is _____.



5. My favorite story is called _____.

Name _____

Special Names

Replace the words in dark print with special names.

Write the names on the lines below.

Dear Joan,

May 29, 2001

Today was a very exciting **day**. My friend and I were walking down **the street**. A fire truck came racing past us. It stopped at the house of **our neighbor**. We ran to see what was wrong. We found that **a cat** was stuck in a tree.

Yours truly,

Meg

1. _____

2. _____

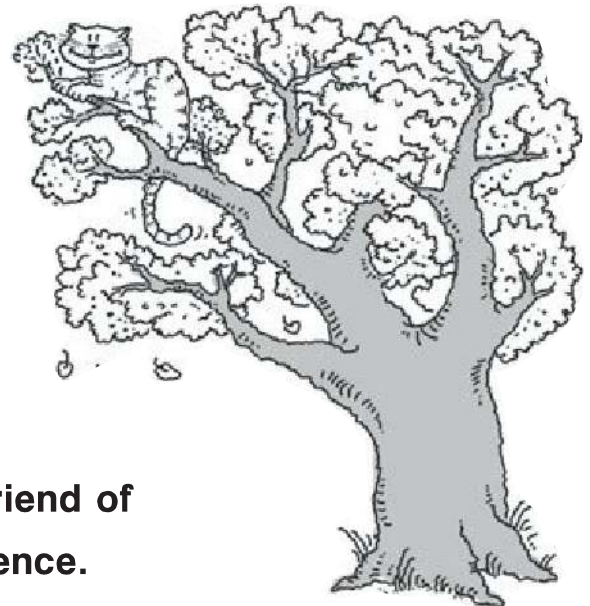
3. _____

4. _____

5. _____

On the lines, write a sentence about a friend of yours. Use a special name in your sentence.

6. _____



Name _____

Focus Trait: Ideas

Adding Important Details

Write at least two details that support the opinion and reason.

Opinion and Reason	Important Details
1. I think the firefighters probably like Spot, because they treat him well.	1. 2.
2. Firefighters have to be brave because their jobs are dangerous.	1. 2.

Name _____

Prewriting

Planning a Response Paragraph

Prompt: In your opinion, what is the most important part of the firehouse?

Title or Topic _____

Opinion Chart

My Opinion:

Reason 1:

Reason 2:

Detail 1:

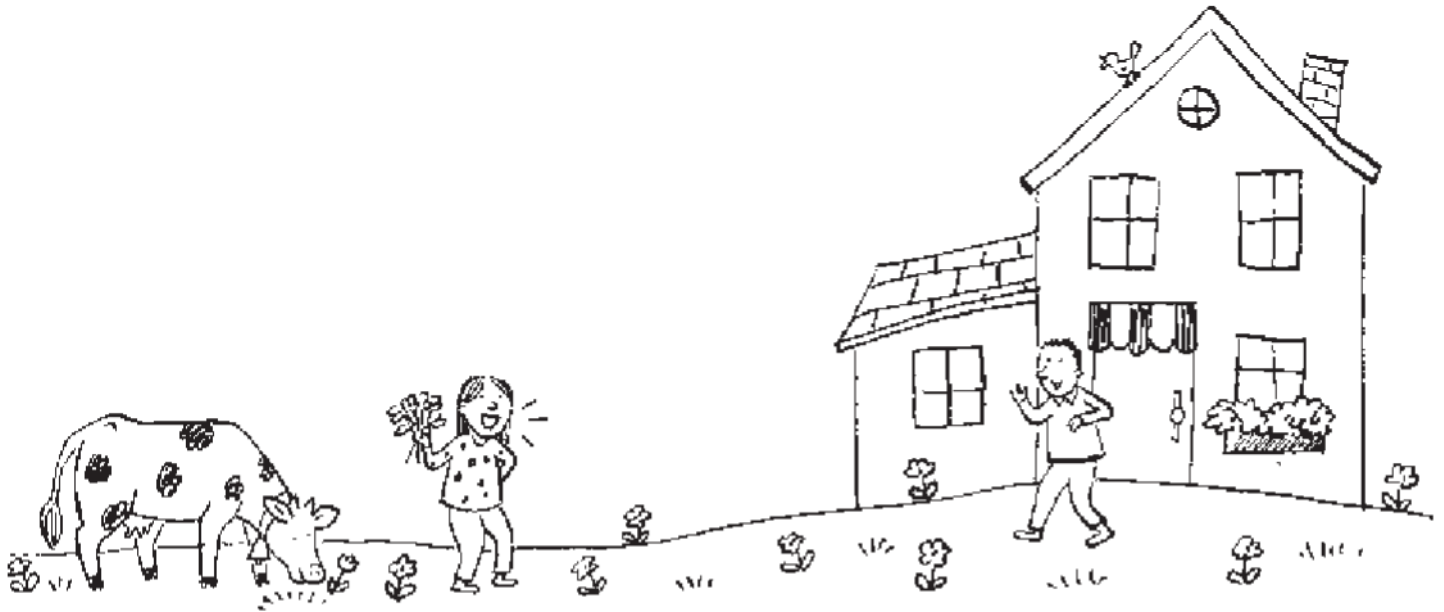
Detail 1:

Detail 2:

Detail 2:

Name _____

Letter Magic



1. **cut** He's not going in. He's going _____.

2. **cot** That's not a pig. That's a _____.

3. **load** She's not being quiet. She's being _____.

4. **horse** That's not a barn. That's a _____.

5. **flowed** That's not a tree. That's a _____.

6. **short** Speak softly. Don't _____.

.

Look at the words you wrote. Choose one word that has the letters *ou* and one word that has the letters *ow*.

Write a sentence with each of those words.

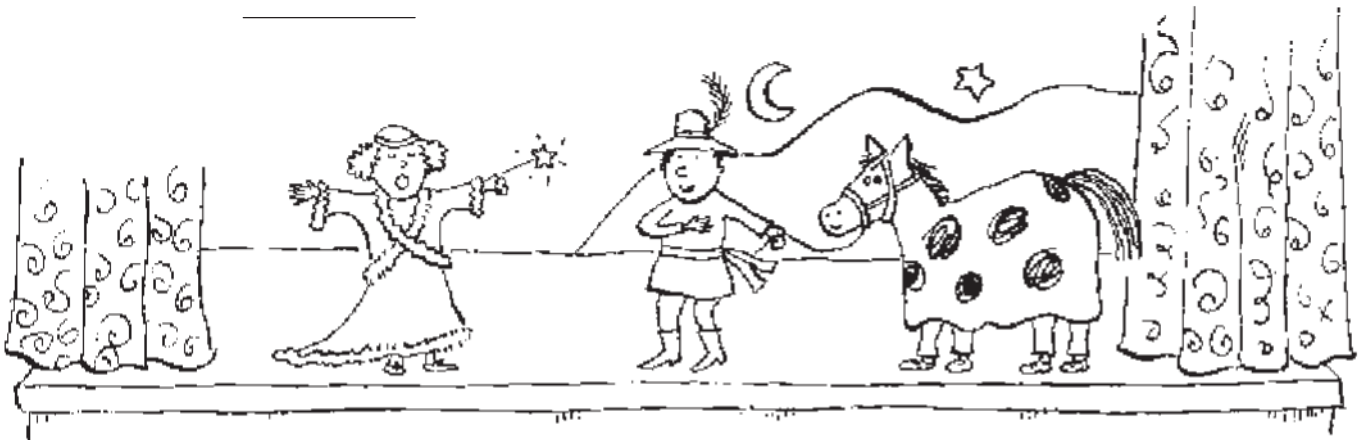
7. _____

Name _____

Suffix Fun

Write the base word of each underlined word.

1. Sarah likes her colorful costume. _____
2. She feels playful when she puts it on. _____
3. On the stage, she has to sing loudly. _____
4. But at home she sings quietly to herself. _____
5. She had to learn her songs quickly. _____



7. silent _____
8. skill _____
9. hope _____
10. sad _____

Name _____

Use the Words

Word Bank

behind

soldier

story

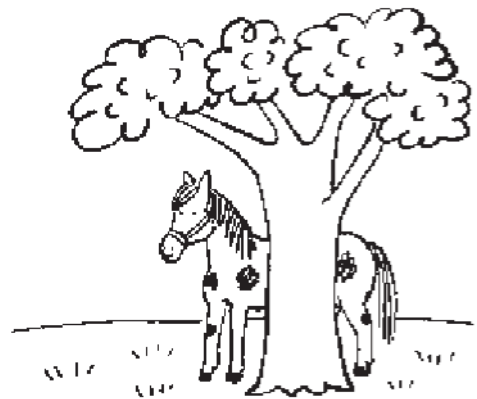
Answer each riddle with a word from the box.

1. I have a beginning and an end. What am I? _____

2. I keep our country safe. Who am I? _____

3. I mean the opposite of "in front."

Write a short story about a soldier who sees a horse behind a tree. Use all of the words from the box in your story.



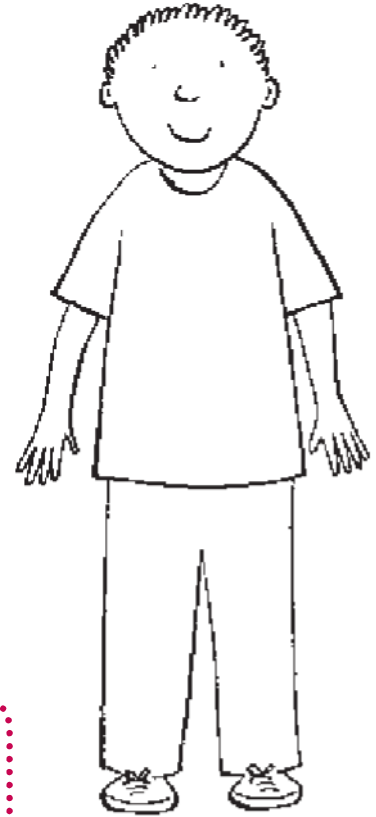
Name _____

Costume Play

José is in the school play. Follow these directions to show how José will look.

Directions:

1. Draw the costume of a king on José.
Include a crown.
2. Draw a bushy beard.
3. Draw a big mustache.



José and his mom are talking. Use the words in the box to complete their sentences.

Vocabulary

handsome

disguise

mirror

Mom: "What a _____ king we have here!"

José: "I'm not really a king. I'm wearing a _____."

Mom: "Then who are you?"

José: "I'm José, your son."

Mom: "You'd better look in a _____ to be sure!"

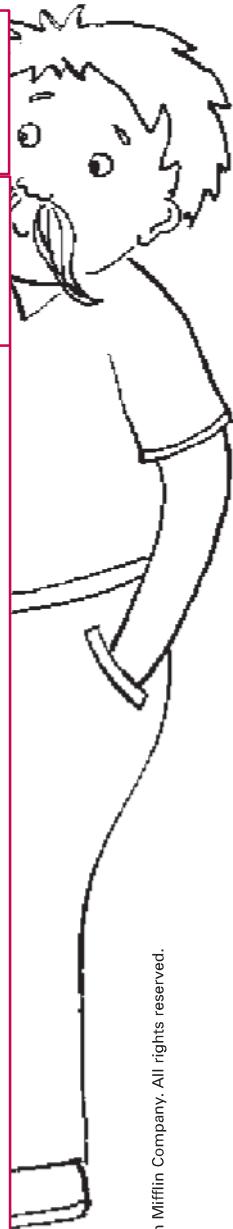
Name _____

Problem-Solving Event Map

As you read the story, complete the Problem-Solving Event Map below.

Problem: Ricky loses the _____ his teacher gave him.

What Ricky Tries	Predict: Will this solve the problem?	Check: Does this work?
_____	Yes No	_____
_____	Yes No	_____
_____	Yes No	_____
_____	Yes No	_____
_____	Yes No	_____
_____	Yes No	_____
_____	Yes No	_____
_____	Yes No	_____



Name _____

True or Not True?

Print the word *True* or *Not true* after each sentence.

1. Ricky was happy that he looked like his mother. _____
2. Mrs. Cortez asked the children to leave their costumes in their desks. _____
3. Ricky looked older with his mustache on. _____
4. Ricky told his father all about the lost mustache. _____
5. Ricky tried to make his own mustache. _____
6. Ricky's father shaved his mustache so he would look more like Ricky. _____
7. Ricky's new mustache was a special gift from his father. _____

Find each sentence that was *Not true*. On the lines below, rewrite each sentence to make it true.

8. _____

9. _____

10. _____



Name _____

Problem-Solving

Read the story. Then complete the chart on the next page.

The Cookie Problem

Mike's class wanted to do something for the children at the hospital. They decided to raise money to buy books. They would have a cookie sale at school. Everyone would bring cookies to school.

When he got home, Mike asked his mother for help making cookies. She reminded him that she had to go to work soon.

Mike asked his father for help. His father wanted to help, but he had promised to help Mike's sister build her science project.

Mike decided to count his money. He had been saving to buy a new model train. He could buy cookies, but then he would have to wait even longer to get the model.

Then Mike had an idea. He called his friend Tran. They could make cookies together. Tran's grandfather would help them. Mike took sugar and flour to Tran's house. Mike and Tran and Tran's grandfather made cookies. The next day, the class sold cookies. They used the money to buy ten books for the children at the hospital.

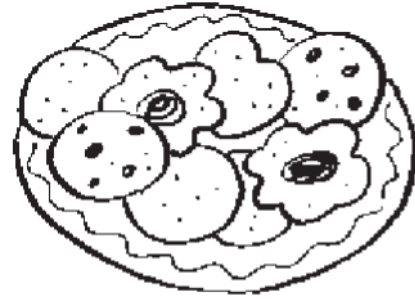


Name _____

Problem-Solving continued

After you've read the story "The Cookie Problem," answer this question.

What is Mike's problem?







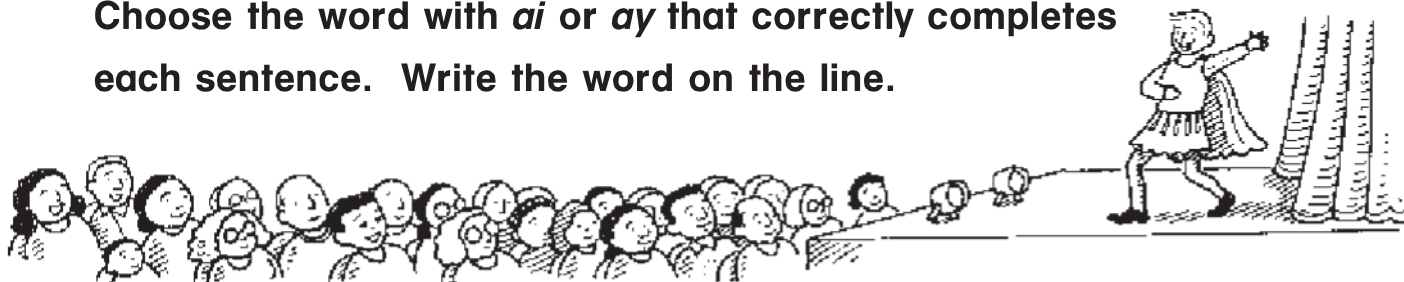
Mike's last solution does work. Write the solution and why it works.

Do you think Mike's solution is a good one? Why or why not?

Name _____

Play Day

Choose the word with *ai* or *ay* that correctly completes each sentence. Write the word on the line.



1. Ray has a part in the school _____.

play jail

2. He can't _____ to act on the stage.

stay wait

3. Ray has one of the _____ parts.

main hay

4. He has to _____ his lines many times to remember them.

main say

5. After the show is over, everyone will _____ Ray's hard work.

gray praise

6. _____ he will even be the star of the play!

faintly maybe

Write two sentences of your own. Use an *ai* word in one sentence and an *ay* word in the other.

Name _____

The Vowel Sound in *cow*

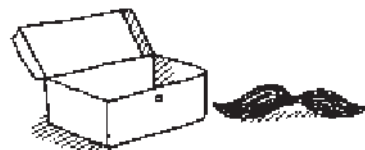
The words **town** and **house** have the same vowel sound. This vowel sound may be spelled **ow** or **ou**. The words **could** and **should** do not follow this rule.

Write the Spelling Words with the *ow* sound spelled *ow*.



- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

Write the Spelling Words with the *ou* sound spelled *ou*.



- | | |
|----------|-----------|
| 7. _____ | 9. _____ |
| 8. _____ | 10. _____ |

Write the Spelling Words that rhyme with *good*.

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
|-----------|-----------|

Spelling Words

1. town
2. house
3. sour
4. frown
5. cow
6. clown
7. found
8. how
9. mouse
10. brown
11. could*
12. should*

Name _____

Spelling Spree

Spelling Scramble Unscramble the letters to make a Spelling Word.

1. w n o r f _____

2. s d u o h l _____

3. u s o h e _____

4. w o r n b _____

5. u o l d c _____

6. w n l c o _____



Fill-in Fun Write the missing Spelling Word to create a pair of words that go together.

7. sweet and _____

8. lost and _____

9. _____ and country

10. cat and _____

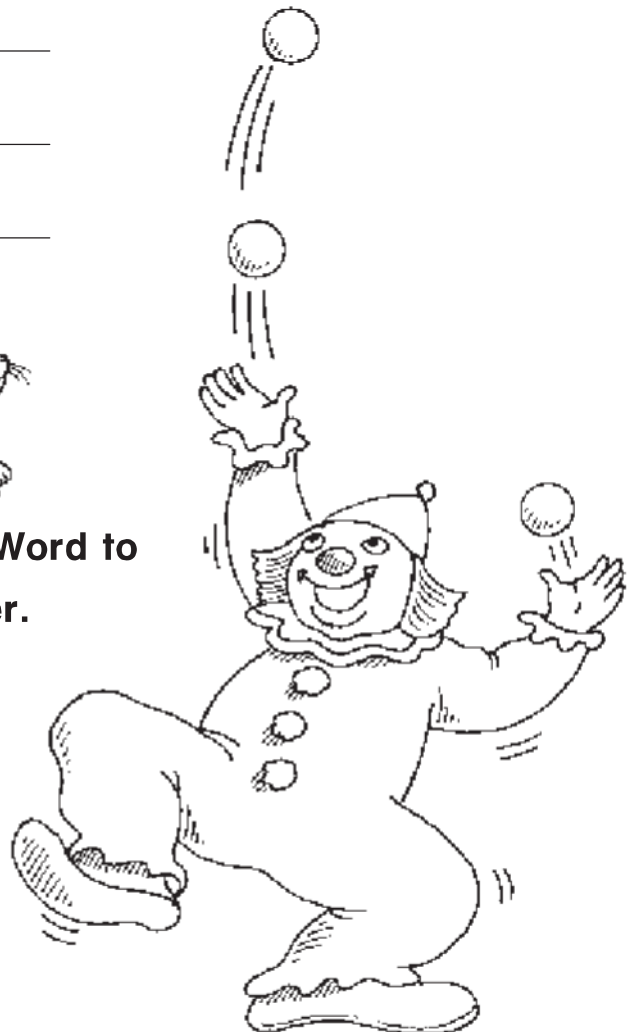
Spelling Words

1. town

2. house

3. sour

4. frown



Name _____

Proofreading and Writing

Proofreading Circle four Spelling Words that are spelled wrong in this note. Then write each word correctly.

Dear Parents,

For the school play, could you help us with costumes? Here's what we need:

- ▶ A tail for the couw
- ▶ Big shoes for the cloun
- ▶ Broun pants and shirt for the mowse

Thank you for your help!

Mr. Jackson

Spelling Words

1. town
2. house
3. sour
4. frown
5. cow
6. clown
7. found
8. how
9. mouse
10. brown
11. could*
12. should*

1. _____ 3. _____

2. _____ 4. _____

Write a Letter Pretend you have just been in a play about Cinco de Mayo. On a separate piece of paper, write a letter to a friend. Tell about the play. Use Spelling Words from the list.



Name _____

Search for Meaning

Read each sentence. Use the context to figure out what the underlined word means. Write the letter for the meaning of the word on the line next to each sentence.

_____ 1. When our team scored the goal, the fans cheered for our _____

_____ 2. We celebrated by inviting friends to eat cake and s _____

_____ 3. We rushed home so we could be the first ones there for the party _____

_____ 4. Rosie lost her hat, so she _____ steps and looked everywhere it _____ been.

_____ 5. My mother's special crec _____ was a drink she made from pineapple, and bananas.

Meanings

- A. went back over
- B. win or getting first place
- C. something made up
- D. had a party for a special reason
- E. went quickly



Name _____

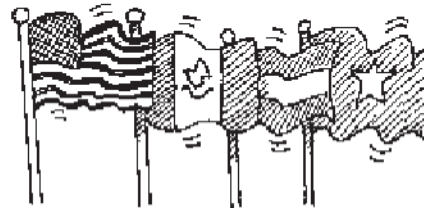
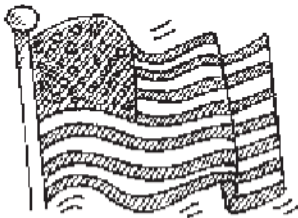
Which Is Which?

- ▶ Nouns can name one thing or more than one thing.
- ▶ Most nouns add -s to name more than one.
- ▶ Nouns that end in s, x, ch, and sh add -es to name more than one.

Look at the nouns in the box. Some name one thing and some name more than one thing. Write the nouns that name one thing below the flag. Write the nouns that name more than one thing below the group of flags.

Word Bank

boxes	shoes	dishes	dresses	mustache
pocket	apples	wish	fox	father



Name _____

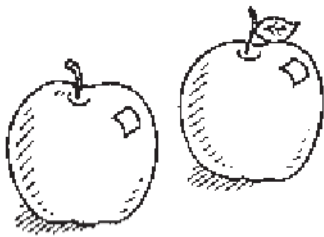
What Do You See?

Remember:

- ▶ Nouns can name one thing or more than one thing.
- ▶ Most nouns add -s to name more than one.
- ▶ Nouns that end in s, x, ch, and sh add -es to name more than one.



Write what you see in each spot. The first one has been done for you.



I see two apples

_____.



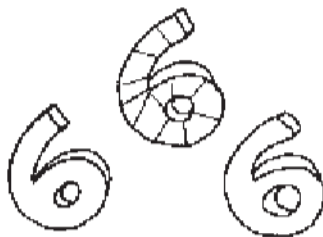
I see _____

_____.



I see _____

_____.



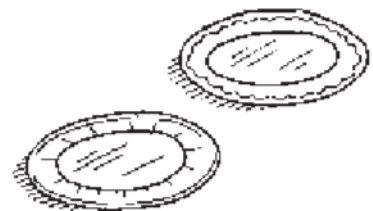
I see _____

_____.



I see _____

_____.



I see _____

_____.

Name _____

Where's That Mustache?

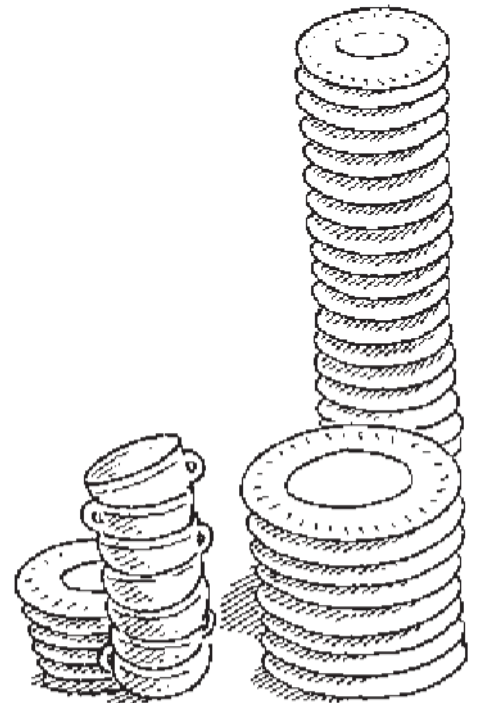
Remember:

- ▶ Nouns can name one thing or more than one thing.
- ▶ Most nouns add -s to name more than one.
- ▶ Nouns that end in s, x, ch, and sh add -es to name more than one.

Suppose Ricky wrote a report about his lost mustache. He made five mistakes in his report. Circle his mistakes. Then write each word correctly.

I lost my mustache. I looked everywhere for it. I looked in my pocketes. I looked in t in my closet. I looked under the dishs. I under the chaires in the kitchen. I even under the benches in the park. Then my surprised me with a new mustache!

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |



Name _____

Focus Trait: Word Choice

Exact Nouns

Use exact nouns to rewrite each sentence.

Sentence	Sentence with exact nouns
1. Ricky’s mother handed him a snack.	
2. That shelf is full of things.	
3. I see two animals.	
4. Dad bought stuff at the sports store.	

Name _____

Prewriting

Planning a Problem-Solution Paragraph

Prompt: Write about a problem in your school or community. Tell how it should be solved.

Title or Topic _____

Problem



Details



Solution

Name _____

Rhyme Time

Here are some poems about painting. Finish each poem.

Write a word from the box that rhymes with the last word in the first sentence.

Word Bank

dream

easy

sea

street

week

1. The beach is a place where I like to be.

That's where I go when I paint the _____.

2. Things are not always what they seem.

Today I'll paint a funny _____

3. Here's a painting of a dog w

He's walking down a busy _____

4. How can I paint on a day th

That's a job that won't be _____

5. At this painting you may not

You will have to wait a _____



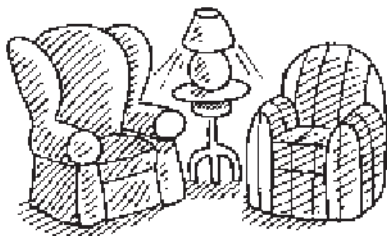
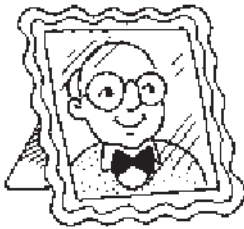
Name _____

What Do You See?

Choose a word from the box to label each picture.

Word Bank

celebration furniture lotion nature picture vacation



Name _____

I Believe in Art



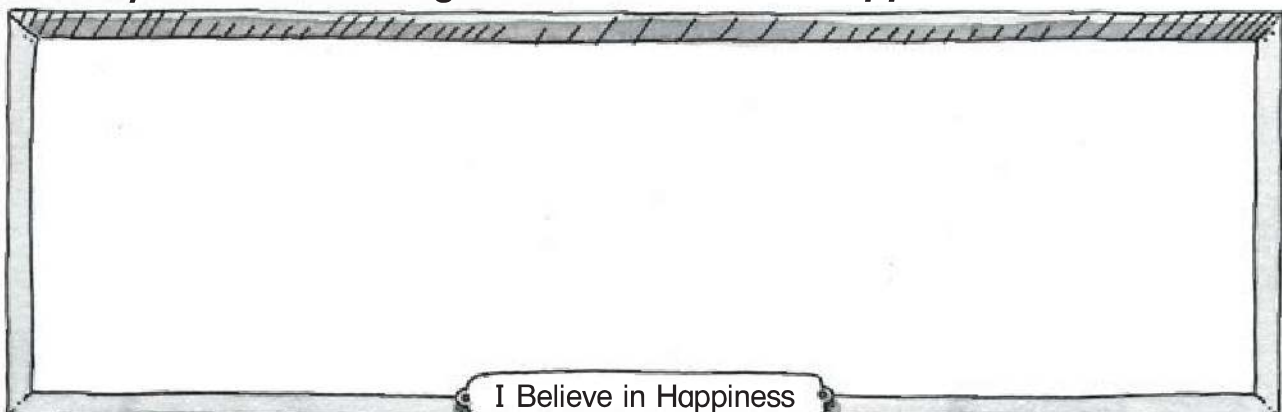
Write the name of the painting to answer each question.

1. Which painting shows someone with a needle and thread?

2. Which painting shows someone sitting in front of an empty plate?

3. Which painting shows someone carrying roses?

Make your own drawing called *I Believe in Happiness*.



Name _____

Subway Words

Maria is new to the city. She asks her friend Lulu how to get around. Finish the sentences with words from the box.

Vocabulary

booth plaque station subway token

Maria: How can I get around in the city?

Lulu: You can use the _____.

Maria: Where can I go to find it?

Lulu: You will find a _____ close to your house.

Maria: Then what do I do?

Lulu: You go down the stairs and find a _____ where you buy a _____. Then you get on the train.

Maria: How do I know where to get off?

Lulu: When the train slows down, look out the window. You will see a _____ with the name of the station on it.



Name _____

I Can Use Clues Chart

As you read, use clues from the story to make guesses about what Jamaica and the other people in the story are like.



Story: Jamaica Louise James

What the Character Is Like

Story Clues

Name _____

How Does It Feel?

Read each sentence. Choose the word that best completes the sentence. Write the word on the line.

Word Bank

worried mad excited proud happy scared

1. Grammy and Mama are _____ about their birthday present for Jamaica. They want her to open it quickly.
2. Jamaica is _____ about how much the present cost.
3. Grammy is not _____ to work at night, but Jamaica is afraid of the night.
4. The grown-ups in the subway always look so _____.
5. Grammy is very _____ when she sees Jamaica's paintings.
6. Now the people in the subway seem _____. They like Jamaica's presents.



Name _____

Making Inferences

Read the story. Then answer the questions on page 201.

Luann's House

Luann lives with her Aunt Sonya and Uncle Leo on the top floor of their building. Luann's best friend lives next door. Her name is Carla.

Luann has three pets. She has a gerbil in a small cage, a parrot in a big cage, and a cat that likes to go on the roof. Luann gives her gerbil balls of cotton to make into nests. She feeds the parrot pieces of fruit and slices of bread. When Luann and Carla go up to the roof, Luann brings her cat.

Uncle Leo reads in a big chair with a light behind it. Sometimes he reads to Carla and Luann about the new paintings at the museum.

Aunt Sonya has a garden on the roof. She grows roses. She knows the names of all the roses. Sometimes she brings fresh bread and iced tea up to the roof for the girls.



Name _____

Making Inferences continued

Use the things you know about Luann from the story to answer the questions. Do the same with Uncle Leo and Aunt Sonya.

1. What is special about Luann?



Luann

2. What kind of person is Uncle Leo?



Uncle Leo

3. Would you like Aunt Sonya to take care of you for an afternoon? Why?



Aunt Sonya

Name _____

Riddle Fun

Find two words from the box that go together to match each description.

Word Bank

clown

cow

growling

frowning

house

mouse

loud

prowling

1. A place where there is lots of noise

2. A small animal sneaking around

3. A funny guy at the circus who is unhappy

4. An angry animal that gives milk

Name _____

E? Ea? Ee?

The vowel sound in **we**, **keep**, and **clean** is the long e sound. The long e sound may be spelled e, ee, or ea.

► The words **people** and **the** do not follow this pattern.

Write the Spelling Words with the long e sound spelled e.

Write the Spelling Words with the long e sound spelled ee.

Write the Spelling Words with the long e sound spelled ea.

Write the two Spelling Words you have not written.

Spelling Words

1. clean
2. keep
3. please
4. feel
5. we
6. be
7. eat
8. tree
9. mean
10. read
11. the*
12. people*



Name _____

Spelling Spree

Rhyming Clues Write a Spelling Word
for each clue.

1. It begins with the letter **e**.

It rhymes with **feet**. _____

2. It begins with the letters **tr**.

It rhymes with **me**. _____

3. It begins with the letter **w**.

It rhymes with **he**. _____

4. It begins with the letter **r**.

It rhymes with **feed**. _____

5. It begins with the letter **b**.

It rhymes with **see**. _____

6. It begins with the letters **cl**.

It rhymes with **bean**. _____

7. It begins with the letter **k**.

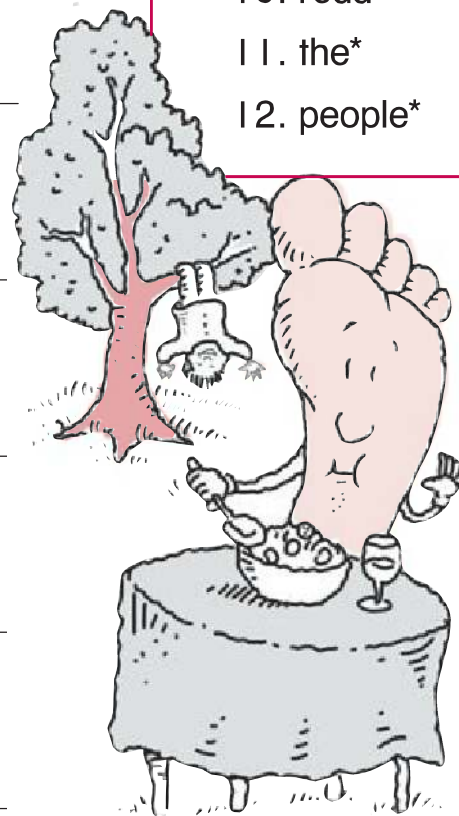
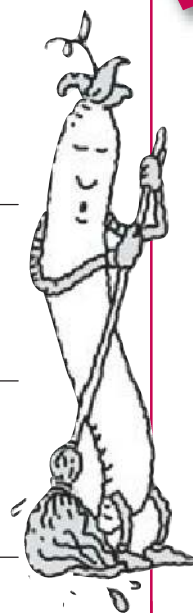
It rhymes with **deep**. _____

8. It begins with the letter **m**.

It rhymes with **seen**. _____

Spelling Words

1. clean
2. keep
3. please
4. feel
5. we
6. be
7. eat
8. tree
9. mean
10. read
11. the*
12. people*



Name _____

Proofreading and Writing

Proofreading Circle four Spelling Words that are spelled wrong. Then write each word correctly.

New Artist in Town

Many people came to see the paintings of Jamaica Louise James yesterday. She paints the things around her. She paints her family, houses, cats, and dogs. One special painting is a picture of a tree. Her paintings make us all feel happy. Please don't miss her wonderful show of paintings! The show will be open for one more day.

Spelling Words

1. clean
2. keep
3. please
4. feel
5. we
6. be
7. eat
8. tree
9. mean
10. read
11. the*
12. people*

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |



Write a Review On a separate sheet of paper, write about a painting you have seen. Tell what you like about the painting. Use Spelling Words from the list.

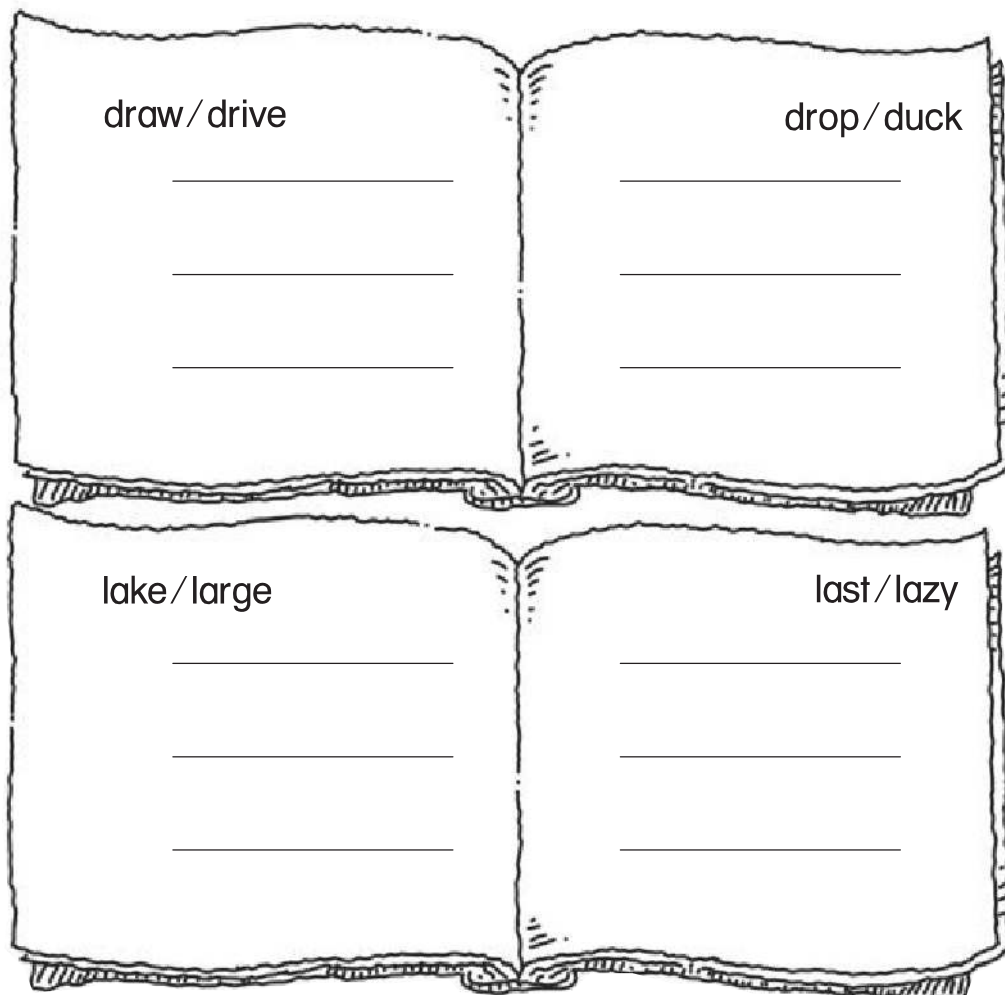
Name _____

Where to Find It

Word Bank

lap	laugh	drove	dream
drip	lamb	late	drum
law	dry	dress	land

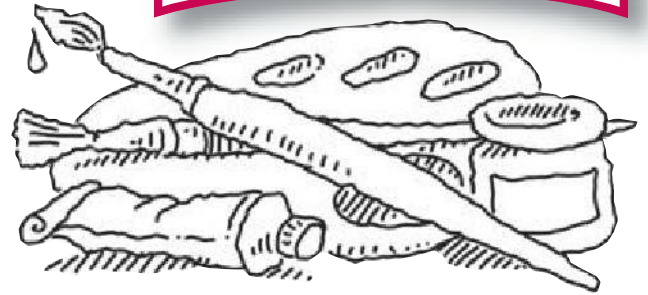
Look at the dictionary guide words below. Write each word from the box on the correct dictionary page.



Name _____

Which Word?

Choose the best word for each sentence and write it on the line.



1. Jamaica often plays with
other _____.

child children

2. One _____ gave her a
flower.

child children

3. Jamaica painted the _____
with the green hat.

woman women

4. The four _____ in the subway
liked her paintings.

man men

5. One _____ said the paintings
made her feel happy.

woman women

6. A _____ who was an artist
looked at the paintings.

man men

7. One _____ gave Jamaica
a big hug.

woman women

8. The _____ at Jamaica's school
went to see her paintings.

child children

Name _____

One or More Than One

Write the word that goes with each drawing.

Word Bank

men

mice

woman

mouse

teeth

man

tooth

women

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Name _____

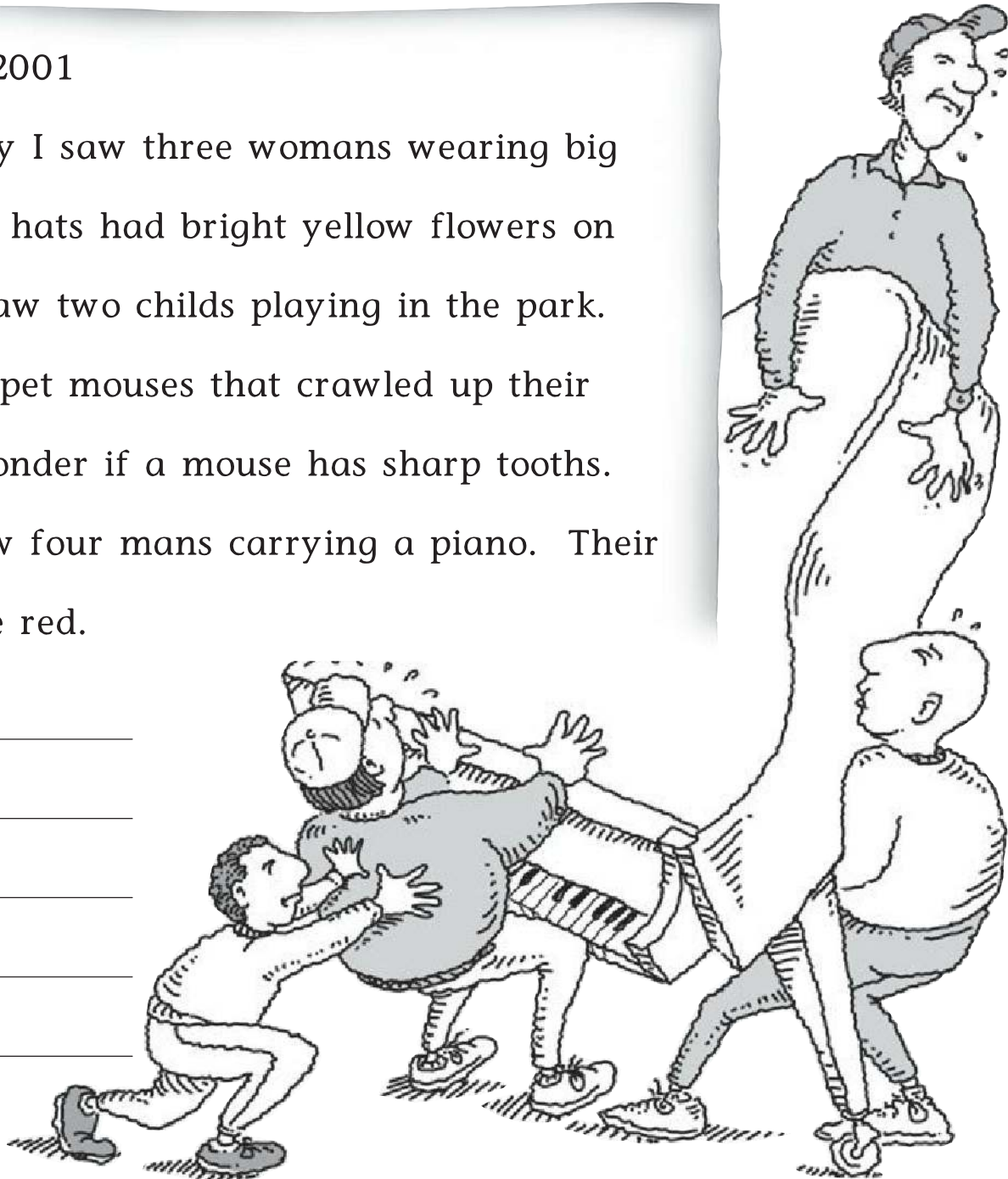
What's the Plural?

Circle the five words that are not correct. Then write each word correctly.

March 3, 2001

Today I saw three womans wearing big hats. The hats had bright yellow flowers on them. I saw two childs playing in the park. They had pet mouses that crawled up their arms. I wonder if a mouse has sharp tooths. Then I saw four mans carrying a piano. Their faces were red.

1. _____
2. _____
3. _____
4. _____
5. _____



Name _____

Focus Trait: Ideas

Stating a Clear Goal

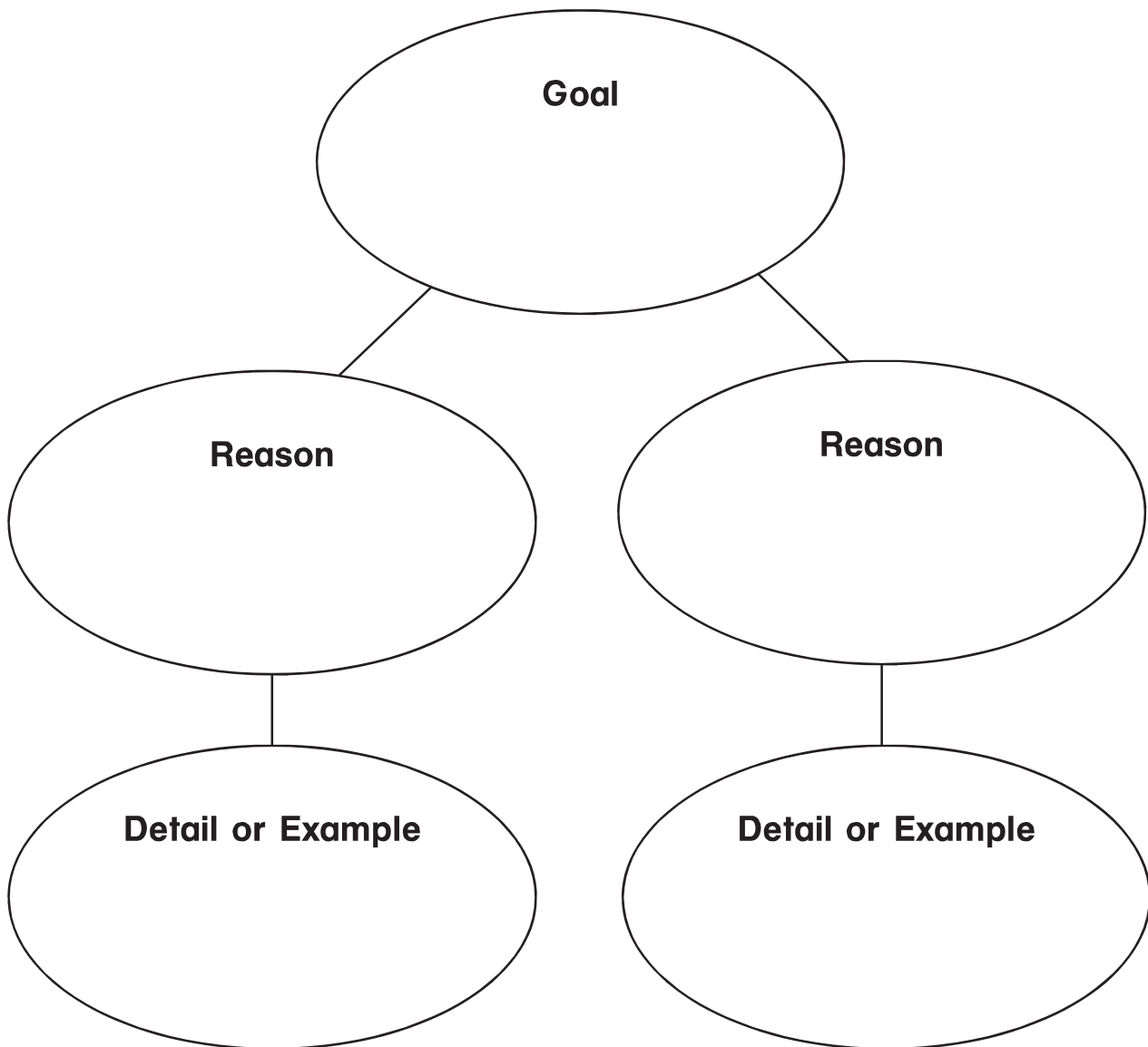
Rewrite each goal so it is clearer.

Unclear Goal	Clear Goal
1. We need some stuff so we can put on a play.	
2. I want to go somewhere.	
3. Will you read this to me?	
4. Let's build something with blocks.	

Name _____

Prewriting**Planning a Persuasive Letter**

Prompt: Write a persuasive letter that will convince students to help with a project for your school or community.



Name _____

Writing a Personal Response

Use the test-taking strategies and tips you have learned to help you answer questions that ask what you think about something. Then read your answer and see how you may make it better. This practice will help you when you take this kind of test.

Choose one idea to write about. Write at least one paragraph about your topic.

- a. How do you know that the boy and his grandmother enjoy being together in the story *Chinatown*? With which family member do you like spending time? What do you do together?
- b. Why do you think the New Year's celebration is important to the boy and his grandmother? Tell about a celebration that is important to you. What is the celebration? Why is it important to you?

Name _____

Writing a Personal Response

continued

Read your answer. Check to be sure that it

- sticks to the topic
- is well organized
- has details that support your answer
- has describing and exact words
- has few mistakes in capitalization, punctuation, grammar, or spelling

Now pick one way you can make your answer better.

Make your changes below.

Name _____

Spelling Review

Write Spelling Words to answer the questions.

1–8. Which words are spelled with **th**, **wh**, **sh**, or **ch**?

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

9–17. Which words that you haven't written have the long **a** or long **e** sound?

9. _____ 14. _____

10. _____ 15. _____

11. _____ 16. _____

12. _____ 17. _____

13. _____

18–20. Which words have the vowel sound in **cow**?

18. _____ 19. _____ 20. _____

Spelling Words

1. tray
2. when
3. teeth
4. than
5. be
6. eat
7. sheep
8. play
9. frown
10. sail
11. chase
12. teach
13. please
14. train
15. wash
16. which
17. found
18. we
19. tree
20. mouse

Name _____

Spelling Spree

Hidden Words Circle the Spelling Word hidden in each group of letters below. Write the word on the line.

1. lpmouseto _____

2. qtreemba _____

3. arlfrownp _____

4. vgiwhich _____

5. fsheepmse _____

Spelling Words

1. frown
2. teach
3. tree
4. sheep
5. which
6. mouse
7. we
8. play
9. sail
10. found

Rhyming Clues Write a Spelling Word for each clue.

6. It rhymes with **round**.

It begins like **fan**. _____

7. It rhymes with **beach**.

It begins like **table**. _____

8. It rhymes with **gray**.

It begins like **plate**. _____

9. It rhymes with **be**.

It begins like **worm**. _____

10. It rhymes with **mail**.

It begins like **sun**. _____

Name _____

Proofreading and Writing

Proofreading Circle four Spelling Words that are wrong. Then write each word correctly.

Come to a block party! It will bea
this Friday. Come enjoy good things to
eet. Bring the whole family, plese!

The party starts at five P.M. It will
end wen you want to go home!

Spelling Words

1. chase
2. when
3. train
4. than
5. please
6. teeth
7. be
8. wash
9. tray
10. eat

1. _____ 3. _____
2. _____ 4. _____

A Party Plan Write Spelling Words to complete this plan.

Dad, take the early 5. _____ home. Mom,
6. _____ the vegetables for the party and put them
on a 7. _____. Maya, don't let the dog
8. _____ the cat! T.J., brush your 9. _____.
We'll have more fun 10. _____ we've ever had!



Write a Diary Entry Write a diary entry about the block party.
Use another sheet of paper. Use the Spelling Review Words.

My Handbook

Contents

Penmanship Models	221
Spelling	
How to Study a Word	229
Special Words for Writing	230
Take-Home Word Lists	231
Proofreading Checklist	247
Proofreading Marks	247
Rubrics for Writing	248

Trace and write the letters.

Aa Aa

Bb Bb

Cc Cc

Dd Dd

Ee Ee

Ff Ff

Gg Gg

Penmanship Models

Trace and write the letters.

Hh Hh

Ii Ii

Jj Jj

Kk Kk

Ll Ll

Mm Mm

Trace and write the letters.

Nn Nn

Oo Oo

Pp Pp

Qq Qq

Rr Rr

Ss Ss

Tt Tt

Penmanship Models

Trace and write the letters.

Uu Uu

Vv Vv

Ww Ww

Xx Xx

Yy Yy

Zz Zz

Trace and write the letters.

Aa Aa

Bb Bb

Cc Cc

Dd Dd

Ee Ee

Ff Ff

Gg Gg

Penmanship Models

Trace and write the letters.

Hh Hh

Ii Ii

Jj Jj

Kk Kk

Ll Ll

Mm Mm

Trace and write the letters.

Nn Nn

Oo Oo

Pp Pp

Qq Qq

Rr Rr

Ss Ss

Tt Tt

Trace and write the letters.

Uu Uu

Vv Vv

Ww Ww

Xx Xx

Yy Yy

Zz Zz

How to Study a Word

1. LOOK at the word.

- ▶ What does the word mean?
- ▶ What letters are in the word?
- ▶ Name and touch each letter.

2. SAY the word.

- ▶ Listen for the consonant sounds.
- ▶ Listen for the vowel sounds.

3. THINK about the word.

- ▶ How is each sound spelled?
- ▶ Close your eyes and picture the word.
- ▶ What other words have the same spelling patterns?

4. WRITE the word.

- ▶ Think about the sounds and the letters.
- ▶ Form the letters correctly.

5. CHECK the spelling.

- ▶ Did you spell the word the same way it is spelled in your word list?
- ▶ Write the word again if you did not spell it correctly.

Special Words for Writing

A	E	it	P	tried
about	enough	it's	people	two
again	F	K	pretty	V
a lot	family	knew	R	very
always	first	know	really	W
am	for	L	right	want
and	found	letter	S	was
any	friend	little	said	went
are	from	M	school	were
around	G	many	some	what
as	getting	more	something	when
B	girl	my	started	where
back	goes	myself	stopped	who
because	going	N	T	will
been	H	name	that's	would
before	has	never	the	write
C	have	new	their	Y
cannot	heard	now	there	you
caught	her	O	they	your
come	here	of	thought	
coming	his	off	through	
could	how	on	time	
D	I	once	to	
do	I'd	one	today	
does	if	other	too	
done	I'll	our		
down	I'm	outside		
	into			

Take-Home Word List

Silly Stories:

Reading-Writing Workshop

Look carefully at how these words are spelled.

Spelling Words

- | | |
|---------|---------|
| 1. the | 7. it |
| 2. will | 8. they |
| 3. have | 9. as |
| 4. was | 10. my |
| 5. you | 11. off |
| 6. said | 12. any |

Challenge Words

1. because
2. family

My Study List

Add your own spelling words on the back. ➡



Take-Home Word List

Dragon Gets By

The Short *a* and Short *i* Sounds

short **a** sound ➡ am

bag

short **i** sound ➡ is

dig

Spelling Words

- | | |
|--------|---------|
| 1. bag | 7. ran |
| 2. win | 8. if |
| 3. is | 9. dig |
| 4. am | 10. sat |
| 5. his | 11. was |
| 6. has | 12. I |

Challenge Words

1. scratch
2. picnic

My Study List

Add your own spelling words on the back. ➡



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. big
2. an

How to Study a Word

Look at the word.
Say the word.
Think about the word.
Write the word.
Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How to Study a Word

Look at the word.
Say the word.
Think about the word.
Write the word.
Check the spelling.

Take-Home Word List

Mrs. Brown Went to Town

Vowel-Consonant-e Spellings

long **a** sound → late

long **i** sound → bite

Spelling Words

- | | |
|---------|----------|
| 1. bite | 7. fine |
| 2. late | 8. same |
| 3. size | 9. hide |
| 4. made | 10. line |
| 5. side | 11. give |
| 6. ate | 12. have |

Challenge Words

- shake
- write

My Study List

Add your own
spelling words
on the back. →



Take-Home Word List

Julius

The Short e, o, and u Sounds

short **e** sound → wet, leg

short **o** sound → job, mop

short **u** sound → nut, fun

Spelling Words

- | | |
|--------|----------|
| 1. fox | 7. went |
| 2. wet | 8. mop |
| 3. nut | 9. hug |
| 4. job | 10. from |
| 5. leg | 11. any |
| 6. fun | 12. of |

Challenge Words

- block
- every

My Study List

Add your own
spelling words
on the back. →



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. red
2. up

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. gate
2. bike

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Henry and Mudge and the Starry Night

More Vowel-Consonant-e Spellings

long e → these

long o → bone

long u → use

Spelling Words

- | | |
|----------|-----------|
| 1. bone | 7. cute |
| 2. robe | 8. close |
| 3. use | 9. hope |
| 4. these | 10. those |
| 5. rope | 11. one |
| 6. note | 12. goes |

Challenge Words

1. drove
2. mule

My Study List

Add your own
spelling words
on the back. →



Take-Home Word List

Silly Stories Spelling Review

Spelling Words

- | | |
|---------|----------|
| 1. am | 11. wet |
| 2. dig | 12. bite |
| 3. fox | 13. made |
| 4. nut | 14. ate |
| 5. leg | 15. sat |
| 6. hide | 16. mop |
| 7. late | 17. hug |
| 8. ran | 18. went |
| 9. job | 19. size |
| 10. fun | 20. his |

Challenge Words

1. scratch
2. block
3. every
4. shake
5. write

My Study List

Add your own
spelling words
on the back. →



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. home

2. nose

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Exploring Parks with Ranger Dockett

Words with Consonant Clusters

trip, swim, step, club,
next, brave, glad

Spelling Words

- | | |
|---------|----------|
| 1. trip | 6. stone |
| 2. swim | 7. next |
| 3. step | 8. brave |
| 4. nest | 9. glad |
| 5. club | 10. lost |

Challenge Words

1. space
2. storm

My Study List

Add your own
spelling words
on the back. ➡



Take-Home Word List

Nature Walk Reading-Writing Workshop

Look carefully at how these
words are spelled.

Spelling Words

- | | |
|---------|-----------|
| 1. on | 7. come |
| 2. am | 8. want |
| 3. if | 9. does |
| 4. from | 10. goes |
| 5. his | 11. their |
| 6. her | 12. there |

Challenge Words

1. really
2. caught

My Study List

Add your own
spelling words
on the back. ➡



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. frog

2. slip

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Nature Walk Spelling Review

Spelling Words

- | | |
|-----------|-----------|
| 1. these | 11. add |
| 2. use | 12. mess |
| 3. swim | 13. egg |
| 4. glad | 14. hope |
| 5. club | 15. trip |
| 6. all | 16. stone |
| 7. bone | 17. lost |
| 8. cute | 18. off |
| 9. next | 19. grass |
| 10. brave | 20. hill |

Challenge Words

1. drove
2. mule
3. space
4. storm
5. across

My Study List

Add your own
spelling words
on the back. ➡



Take-Home Word List

Around the Pond: Who's Been Here?

Words with Double Consonants

bell, off, mess, add, egg

Spelling Words

- | | |
|---------|-----------|
| 1. bell | 6. hill |
| 2. off | 7. well |
| 3. all | 8. egg |
| 4. mess | 9. will |
| 5. add | 10. grass |

Challenge Words

1. across
2. skill

My Study List

Add your own
spelling words
on the back. ➡



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. shell
2. kiss

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Around Town: Neighborhood and Community Reading-Writing Workshop

Look carefully at how these words are spelled.

Spelling Words

- | | |
|----------|------------|
| 1. write | 7. myself |
| 2. of | 8. what |
| 3. do | 9. name |
| 4. to | 10. too |
| 5. time | 11. little |
| 6. went | 12. been |

Challenge Words

1. right
2. thought

My Study List
Add your own
spelling words
on the back. ➡



Take-Home Word List

Chinatown

Words Spelled with *th*, *wh*, *sh*, or *ch*

- | | | |
|---------------------|---|-----------------------------|
| the th sound | ➡ | then , teeth |
| the wh sound | ➡ | when |
| the sh sound | ➡ | sheep , dish |
| the ch sound | ➡ | chase , teach |

Spelling Words

- | | |
|----------|-----------|
| 1. when | 7. teach |
| 2. sheep | 8. dish |
| 3. both | 9. which |
| 4. then | 10. than |
| 5. chase | 11. wash |
| 6. teeth | 12. catch |

Challenge Words

1. lunch
2. whistle

My Study List
Add your own
spelling words
on the back. ➡



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. she
2. bath

How to Study a Word

Look at the word.
Say the word.
Think about the word.
Write the word.
Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How to Study a Word

Look at the word.
Say the word.
Think about the word.
Write the word.
Check the spelling.

Take-Home Word List

Big Bushy Mustache

The Vowel Sound in *cow*

ow → town

ou → house

Spelling Words

- | | |
|----------|------------|
| 1. town | 7. found |
| 2. house | 8. how |
| 3. sour | 9. mouse |
| 4. frown | 10. brown |
| 5. cow | 11. could |
| 6. clown | 12. should |

Challenge Words

1. around
2. towel

My Study List

Add your own
spelling words
on the back. →



Take-Home Word List

A Trip to the Firehouse

More Long *a* Spellings

long *a* sound → tray

train

Spelling Words

- | | |
|----------|-----------|
| 1. train | 7. sail |
| 2. tray | 8. hay |
| 3. mail | 9. nail |
| 4. play | 10. rain |
| 5. trail | 11. they |
| 6. pay | 12. great |

Challenge Words

1. snail
2. subway

My Study List

Add your own
spelling words
on the back. →



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. stay
2. day

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. out
2. now

How to Study a Word

Look at the word.

Say the word.

Think about the word.

Write the word.

Check the spelling.

Take-Home Word List

Around Town: Neighborhood and Community Spelling Review

Spelling Words

- | | |
|-----------|------------|
| 1. which | 11. sail |
| 2. teach | 12. found |
| 3. wash | 13. be |
| 4. tray | 14. tree |
| 5. frown | 15. chase |
| 6. we | 16. than |
| 7. eat | 17. play |
| 8. when | 18. train |
| 9. teeth | 19. mouse |
| 10. sheep | 20. please |

Challenge Words

1. lunch
2. whistle
3. snail
4. around
5. steep

My Study List

Add your own
spelling words
on the back. ➡



Take-Home Word List

Jamaica Louise James

More Long e Spellings

long e sound ➡ we
keep
clean

Spelling Words

- | | |
|-----------|------------|
| 1. clean | 7. eat |
| 2. keep | 8. tree |
| 3. please | 9. mean |
| 4. feel | 10. read |
| 5. we | 11. the |
| 6. be | 12. people |

Challenge Words

1. stream
2. steep

My Study List

Add your own
spelling words
on the back. ➡



Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Review Words

1. he
2. see

How to Study a Word

Look at the word.
Say the word.
Think about the word.
Write the word.
Check the spelling.

Take-Home Word List

Name _____



My Study List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How to Study a Word

Look at the word.
Say the word.
Think about the word.
Write the word.
Check the spelling.

Proofreading Checklist

Read each question. Check your paper for each kind of mistake. Correct any mistakes you find.

- ☐ Did I begin each sentence with a capital letter?
- ☐ Did I use the correct end mark?
- ☐ Did I spell each word correctly?
- ☐ Did I indent each paragraph?

Proofreading Marks

	Add one or more words.	want to I see the play. ^
	Take out one or more words. Change the spelling.	The boat did moved slowly. filled The cloud filed the sky.
	Make a capital letter a small letter.	The A nimals hid from the storm.
	Make a small letter a capital letter.	There are thirty days in <u>april</u> .

Writing Traits Scoring Rubric

Character Description

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I use details to tell about the character?	4 Details tell clearly about the character.	3 Some details tell about the character.	2 A few details tell about the character.	1 No details tell about the character.
✓ Organization Does my beginning name the character and tell what's most important about the character?	4 My beginning names and tells what's important about the character.	3 My beginning names and tells something about the character.	2 My beginning names the character but doesn't tell about the character.	1 My beginning doesn't name or tell about the character.
✓ Word Choice Does my ending say the same idea as my beginning, but in a different way?	4 My ending says the same idea as my beginning, but in a new way.	3 My ending is just the same as my beginning.	2 My ending tells a new detail about the character.	1 I didn't end by telling about the character.
✓ Conventions Do all my sentences begin with a capital letter and end with an end mark?	4 There are no mistakes.	3 There are a few mistakes.	2 There are some mistakes.	1 There are many mistakes.

Writing Traits Scoring Rubric Response-Journal Entry

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I begin with an opinion about the story or its characters?	4 I begin with my opinion. I tell clearly what I think about the story or its characters.	3 I begin with an opinion, but it is not complete or clear enough.	2 I tell about the story or a character, but I don't tell my opinion.	1 I don't tell an opinion or tell about the story or a character.
✓ Organization Do I tell my reasons and end by telling if I would recommend the story?	4 I give good reasons for my opinion by telling things that happen in the story.	3 I give reasons for my opinion but not enough examples from the story.	2 I retell things that happen in the story but not reasons for an opinion.	1 I don't tell things that happen in the story.
✓ Voice Do I use strong words that make my opinion clear?	4 I use many interesting, strong words and phrases.	3 I use some interesting, strong words and phrases.	2 I use the same words over and over.	1 I only use a few words.
✓ Conventions Do I write the date in the correct form?	4 I use the correct form and spelling.	3 I write the date with a mistake in it.	2 I write part of the date with mistakes.	1 I don't write the date.

Writing Traits Scoring Rubric

Descriptive Paragraph

Circle the number that describes your writing. Then
revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I tell details that describe a person, place, or thing?	4 Many details tell about the person, place, or thing.	3 Some details tell about the person, place, or thing.	2 A few details tell about the person, place, or thing.	1 No details tell about a person, place, or thing.
✓ Organization Do I begin by explaining what I'm describing?	4 I begin by explaining exactly what I'm describing.	3 I begin by naming what I am describing. I don't give an exact detail.	2 I don't begin by telling what I'm describing.	1 I don't name a person, place, or thing.
✓ Word Choice Do I use sense words and exact words?	4 I use many sense words and exact words.	3 I use some sense words and exact words.	2 I use a few sense words and exact words.	1 I don't use sense words and exact words.
✓ Conventions Do all my sentences begin with a capital letter and end with an end mark?	4 There are no mistakes.	3 There are a few mistakes.	2 There are some mistakes.	1 There are many mistakes.

Writing Traits Scoring Rubric Response Paragraph

Circle the number that describes your writing. Then
revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I begin with an opinion about the character?	4 I begin with my opinion. I tell clearly what I think about the character.	3 I begin with an opinion, but it is not complete or clear enough.	2 I tell about the character, but I don't tell my opinion.	1 I don't tell an opinion or tell about the character.
✓ Organization Do I tell reasons for my opinion?	4 I give reasons that tell exactly what the character does in the story.	3 I give reasons for my opinion but not enough examples from the story.	2 I retell things that happen in the story but not reasons for an opinion.	1 I don't tell things that happen in the story.
✓ Voice Do I use powerful words?	4 I use many interesting, exact words and phrases.	3 I use some interesting, exact words and phrases.	2 I use the same words over and over.	1 I only use a few words.
✓ Word Choice Does my ending sum up my opinion using new words?	4 My ending uses strong new words to repeat my opinion.	3 My ending uses a few new words to repeat my opinion.	2 My ending retells something from the story.	1 I don't end with my opinion.

Writing Traits Scoring Rubric

Summary Paragraph

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I begin with a topic sentence that tells the main idea?	4 I begin with a topic sentence that clearly tells the main idea.	3 I begin with a sentence that tells the main idea, but it is not clear enough.	2 I don't begin with a topic sentence that tells the main idea.	1 I don't tell a main idea from the selection.
✓ Organization Do I use facts and details to support the main idea?	4 All of my facts and details tell about the main idea.	3 Some facts and details tell about the main idea.	2 My facts and details don't tell about a main idea.	1 I don't use facts and details.
✓ Word Choice Do I use exact words to make my facts and details clear?	4 I use exact words that make my facts and details very clear.	3 I use some exact words in my facts and details but need more.	2 I use a few exact words in my facts and details.	1 I don't use exact words.
✓ Voice Do I use my own words to give the facts and details?	4 I use my own words in all of my facts and details.	3 I use my own words in some of my facts and details.	2 I use the words from the selection.	1 I list some words but don't use sentences.

Writing Traits Scoring Rubric

Paragraph

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I begin with a sentence that tells the main idea? Do all other sentences tell about the main idea?	4 I begin by telling the main idea. All other sentences are about that idea.	3 I begin by telling the main idea. Some other sentences are not about that idea.	2 I don't begin by telling the main idea.	1 I don't tell what my writing is about.
✓ Organization Do I tell events in order? Does my last sentence tell the ending or how I felt?	4 All events are in the right order. My last sentence tells the ending or how I felt.	3 Events are in the right order. I don't tell the ending or how I felt.	2 Some important events are missing. I don't tell the ending or how I felt.	1 I don't tell about things that happened.
✓ Word Choice Do I give extra information to help readers picture events?	4 I give extra information to clearly describe events.	3 I give some extra information to describe events.	2 I don't give extra information to describe events.	1 I don't describe events.
✓ Conventions Do I indent the first line and use end marks?	4 I indent the first line and use end marks.	3 I indent the first line, but I forget a few end marks.	2 I don't indent the first line, but I use some end marks.	1 I don't indent the first line. I forget to use end marks.

Writing Traits Scoring Rubric

Opinion Paragraph

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I begin with a topic sentence that tells my opinion?	4 I begin with a topic sentence that clearly tells my opinion.	3 I begin with a sentence that tells my opinion, but it is not clear enough.	2 I don't begin with a topic sentence that tells my opinion.	1 I don't tell an opinion.
✓ Organization Do I give reasons to support my opinion?	4 I give clear, strong reasons for my opinion.	3 I give some good reasons for my opinion.	2 It is not clear what my reasons are about.	1 I don't give reasons for an opinion.
✓ Word Choice Do I use words that show how strong my opinion is?	4 I use many words and phrases that show a strong opinion.	3 I use some words and phrases that show a strong opinion.	2 I use a few words and phrases about an opinion.	1 I don't use words that tell about an opinion.
✓ Voice Does my ending sum up my opinion in a new way?	4 My ending uses strong new words to repeat my opinion.	3 My ending uses new words to repeat my opinion.	2 My ending does not tell what my opinion is about.	1 I don't end with an opinion.

Writing Traits Scoring Rubric Response Paragraph

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I begin with a topic sentence that tells my opinion?	4 I begin with a topic sentence that clearly tells my opinion.	3 I begin with a sentence that tells my opinion, but it is not clear enough.	2 I don't begin with a topic sentence that tells my opinion.	1 I don't tell an opinion.
✓ Organization Do I give reasons from the text to support my opinion?	4 I give many reasons using the text, pictures, and labels.	3 I give some reasons using the text, pictures, and labels.	2 It is not clear what my reasons are about.	1 I don't give reasons for an opinion.
✓ Word Choice Do I use words that describe the pictures in the selection?	4 Many exact words tell what the pictures show.	3 Some exact words tell what the pictures show.	2 A few exact words tell what the pictures show.	1 I don't tell about the pictures.
✓ Voice Does my ending tell my opinion in a new way?	4 My ending tells my opinion in a new way.	3 My ending uses some new words to repeat my opinion.	2 My ending does not tell what my opinion is.	1 I don't end with an opinion.

Writing Traits Scoring Rubric

Problem-Solution Paragraph

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I tell the problem clearly in the first sentence? Do I use details that tell more about the problem?	4 The first sentence tells the problem clearly. Many details tell more.	3 The first sentence tells the problem, but not clearly. Some details tell more.	2 I don't tell the problem in the first sentence. A few details tell about a problem.	1 I don't tell about a problem.
✓ Organization Do I solve the problem at the end?	4 My ending tells exactly how to solve the problem.	3 My ending tells how to solve the problem, but not completely.	2 My ending doesn't tell how to solve the problem.	1 I don't tell about solving the problem.
✓ Word Choice Do I use exact nouns?	4 I use many exact nouns.	3 I use some exact nouns.	2 I use a few exact nouns.	1 I don't use exact nouns.
✓ Conventions Do I use complete sentences?	4 All of my sentences are complete.	3 Most of my sentences are complete.	2 Some sentences are complete.	1 A few sentences are complete.

Writing Traits Scoring Rubric

Persuasive Letter

Circle the number that describes your writing. Then revise to get a higher score.

Writing Traits	Score 4	Score 3	Score 2	Score 1
✓ Ideas Do I begin with a sentence that tells my goal? Does my ending tell my goal in a new way?	4 I begin with a sentence that clearly tells my goal. My ending tells my goal in a new way.	3 I begin with a sentence that tells my goal. My ending uses some new words to repeat my goal.	2 I don't begin by telling my goal. My ending doesn't tell my goal.	1 I don't tell a goal.
✓ Organization Do I give reasons for my goal?	4 I give clear, strong reasons for my goal.	3 I give some good reasons for my goal.	2 It is not clear what my reasons are.	1 I don't give reasons for a goal.
✓ Word Choice Do I use details and examples to make my ideas clear?	4 I use many details and examples that make my ideas clear.	3 I use some details and examples to make my ideas clear.	2 I use a few details and examples.	1 I don't use details and examples.
✓ Conventions Do I use the correct form for a letter?	4 There are no mistakes.	3 There are few mistakes.	2 There are some mistakes.	1 There are many mistakes.